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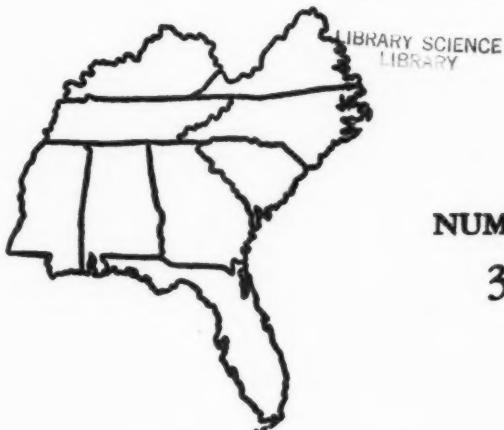
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# *The Southeastern Librarian*

OF MICHIGAN

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**XI**

NUMBER  
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**FALL, 1961**

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# *The Southeastern Librarian*

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## CONTENTS

FROM THE EDITOR	204
ADDRESSES, NINETEENTH BIENNIAL CONFERENCE	
Asheville, North Carolina, October 13-15, 1960	
THOMAS WOLFE: OCTOBER RECOLLECTIONS	205
Jonathan Daniels	
THE EFFECTIVE ADMINISTRATOR	213
Oliver T. Field	
FULL REWARD	222
Carol Hoff	
CURRENT TRENDS IN COLLEGE AND UNIVERSITY	
LIBRARIES IN THE SOUTH	227
Benjamin E. Powell	
SHORTENING PROCESS: CENTRALIZED CATALOGING AND	
PROCESSING SAVES TIME AND MONEY	
M. Bernice Wiese	232
LIBRARIES AND IDEAS	242
William D. Snider	
ANALYSIS OF THE WRITINGS ON AMERICAN HISTORY	245
Clara Mae Brown	
EDUCATION FOR SURVIVAL	250
Lionel Landry	
THE WHYS OF WORKSHOPS	252
Mrs. Weldon Lynch	
MEETING THE CHALLENGE OF THE ENRICHED CURRICULUM	256
Sara Krentzman Srygley	
PROGRESS REPORT, 1954-1959, ON BIBLIOGRAPHICAL	
CONTROL OF STATE HISTORICAL MATERIALS	
Jacqueline P. Bull	259
HEADQUARTERS' PAGE	262
BOOKS	264
VARIA	266

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## *from the Editor*

With this issue the editorial responsibility for the *Southeastern Librarian* changes hands. In the future this page will be reserved for editorial comment. For this issue, however, it seems appropriate to describe our aims and plans.

Our primary goal is to produce a quality journal which will truly reflect the objectives of the Association and at the same time be representative of all elements of the membership. The Editorial Board has been constituted so as to work toward this goal. The Editor and Associate Editor have the sole editorial responsibilities. Three Assistant Editors—one from the public library field, one from the school library field, and one from the field of library education—meet with the Editor, Associate Editor, and the Advertising Manager to form the Advisory Editorial Board. The Assistant Editors will also read and make recommendations on articles submitted to them by the Editor. The members of the Board have all been selected from the Atlanta area in order to facilitate the exchange of ideas in frequent meetings. In order to insure geographical representation, a Reporter has been selected in each state who is responsible for sending to the editor news of personnel, libraries, and other events, noting trends in their states and keeping on the lookout for possible articles.

In order to permit wider participation by the membership, we plan to initiate two new sections.

One will carry brief descriptions of new ideas and techniques developed in our libraries. We recall hearing Dr. L. R. Wilson once say that he had never visited a library but that he had found some idea or practice that was worth noting. One or two paragraphs devoted to such a new idea or technique might be of real value to librarians.

The second new section will be devoted to letters to the Editor. It is our hope that at times we will be able to include material which will provoke thought and comment, and will even cause some readers, perhaps, to get to their typewriters with loud cries of "yea!" or "nay!" Such a contribution, we believe, is the provocative paper in this issue by Oliver Field. When his talk was delivered at Asheville, the reaction was mixed, but there was no question about there being a reaction. Now that his statements can be perused more carefully, we fully expect an even greater impact. In any case, your comments on it, or on any other matter, are invited. We cannot promise to print them all, but we will include as many as possible.

In the final analysis, the quality and usefulness of the *Southeastern Librarian* will be determined largely by the contacts which the editors can establish. Individually, of course, their contacts are very limited. Through the use of the State Reporters these limits are extended, but how far they are extended depends on how well the individual reader keeps his State Reporter informed of what's going on in his own library.

Finally, a word of appreciation to Porter Kellam, who has shouldered the editorial responsibility since 1952. It is no light responsibility, either, as we are rapidly finding out, and we realize that his effort has been little short of heroic.

## Thomas Wolfe: October Recollections\*

By JONATHAN DANIELS

Autumn is always the season for recollection. Sharpness, sadness and sweetness, too, make the harvest of memory in the aging year. It is good to read with the eye, to hear in the heart, to feel in the spirit the simple, sensuous symbols of such a time. They run full of color to remembrance in words like these:

Now October has come again which in our land is different from October in the other lands. The ripe, the golden month has come again . . . The chinkapins are falling. Frost sharpens the middle music of the season, and all things living on the earth turn home again . . . The frost comes sharp and quick as driven nails, just for a week or so the woods, all of the bright and bitter leaves, flare up: the maples turn a blazing bitter red, and other leaves turn yellow like a living light, falling about you as you walk the woods, falling about you like small pieces of the sun so that you cannot say where sunlight shakes and flutters on the ground, and where the leaves . . .

October is the richest of the seasons: the fields are cut, the granaries are full, the bins are loaded to the brim with fatness, and from the cider-press the rich brown oozings of the York Imperials run. The bee bores to the belly of the yellowed grape, the fly gets old and fat and blue, he buzzes loud, crawls slow, creeps heavily to death on sill and ceiling, the sun goes down in blood and pollen across the bronzed and mown fields of old October . . .

There is a smell of burning in small towns in afternoon . . . The oak leaves, big and brown, are bedded deep in yard and gutter: they make deep wadings to the knee for children in the streets. The fire will snap and crackle like a whip, sharp acrid smoke will

sting the eyes, in mown fields the little vipers of the flame eat past the black coarse edges of burned stubble like a line of locusts. Fire drives a thorn of memory in the heart.

Of course, you know those words. And we come to October again in Asheville where Tom Wolfe lies. He was born in October. His first great book, *Look Homeward, Angel*, was published in October. And toward October, September was whistling like a great approaching train in 1938 when his long, young body was brought here for burial.

I am one who carries that last October's thorn of memory in the heart. Yet it is not always a thorn of pain. Indeed, the rich recollections are warm and good, tumultuous, angry and comic, too. It is twenty-two years since I came here as one of the pallbearers to carry his big coffin to the Presbyterian Church and on to Riverside Cemetery. I remember vividly that the sod was too soft for certainty under our feet as we carried the coffin up a little bank from the hearse.

That was the end when Tom was only thirty-eight, when he had lived only nine years after his first long and bitterly sought recognition in the publication of *Look Homeward, Angel*. I want to begin as a witness at the beginning, and that must have been in October, too, at Chapel Hill. We were boys, Tom was a junior and 18. I was a freshman of 16. That was an autumn full of death in the influenza epidemic of 1918. But it was a fall rich with young, eager aspiration, too.

\*Address delivered at the Fourth General Session, Friday evening, October 14, 1960.

That year an irrepressible enthusiast with a mop of hair and a flowing Windsor tie, named Frederick H. Koch, had come to Chapel Hill to begin the writing of folk dramas (whatever they may be) and Tom signed up to write his one-act plays. I was too fresh in the curriculum to get into that class but there was no rule against freshmen as actors. I went out for a part and played a role with Tom that year in his play *The Third Night*. As I remember it he was a degenerate gentleman. I was one of his half-breed henchmen. About all I recall is that winds colder than October's blew outside our criminal hideout and that we were either preparing for or facing the consequences of our crimes. And I recall, too, that off-stage we were earnest about the arts but also very young and gay.

Such recollections have been edited later by a sort of folk-composition. Tom has somehow been made to seem even in those years the brooding young man watching the leaf, the stone, and crying "O Lost" when he could not find the open door. Let me reassure you immediately. Though Tom's great height made him a character even on the campus, there was nothing lost about him. Not only physically but in every other way he was the big man on campus—the easy laughing, back-slapping, convivial campus politician.

He was the editor of the *Tar Heel*, the University newspaper, a position I got two years later. Far more awesome than that, he was a member of the student council. And just to keep the record straight and unedited for anybody living or dead, I remember an occasion when a school year had ended and Tom's duties of moral supervision had ceased. Then we had a gay party around a bottle of pure white whiskey in one of the half-empty dormitories. He went away the trium-

phant graduate with all the English faculty cheering him on, but he left behind (for the eternal shuddering of any Ph.D.'s studying his juvenilia) a class poem published in the college annual which can only be described in charity as grade B Robert W. Service.

I would not say we were close friends in college. Our interests were similar. We were both interested in writing and acting. But Tom was tapped as a member of the Golden Fleece, the University honor society, and I remember how my young heart grew cold when at the tapping ceremony they passed me by. They only corrected the mistake thirty years later when the honor for which a boy's heart was hungry had become something that did not matter to a man.

Also, I was a Deke which we thought was something very special. Its members, I suspect, were more like Scott Fitzgerald's Princeton friends. To use a modern phrase it was a sort of country club set of the campus. Tom belonged to a fraternity which specialized in big men on campus. I remember now the youthful snobbery in which we called that fraternity the "Dog Eyes." I don't remember the derivation but I can assure you it was not entirely complimentary.

As a young man after college who generally went to New York only for fun, I came, among our old schoolmates there, upon the legends of Tom's long-legged walks on dark metropolitan streets and also the mounting mythology of his failure as a playwright. Indeed, when Tom came to dinner with us one night in New York in those years, change was upon him. He did have then the brooding bitterness of a man who felt that he had been missed, misunderstood, somehow denied his chance. Those were the fat twenties. Tom had a sense of himself as

one walking, lean and hungry, unjustly treated in a stratified society in which he walked in rain while others were blessed by the sun.

Then I saw him in full sunshine. By accident we came together on the train to Asheville. Tom's *Look Homeward, Angel* was about to be published. And I had written a book, too, a long-forgotten novel called *Clash of Angels*. I was pretty happy about it at the time. But Tom's tumultuous enthusiasm about his own book, which I jealously distrusted then, swept mine aside. His eyes gleamed as he related the advance praises he had received. Still I remember that a shadow crossed his face. He was going home to see his folks and tell them his triumph. Yet clearly he wanted to get there and be gone before the book itself reached the town.

No witnesses are now needed to recount the fury with which Asheville received that book. No homefolks could clearly see then that that town had produced a literary man equal to his giant physical size. They could see themselves vividly but pitilessly portrayed—and betrayed, they felt, by one of their own. Tom could not have been as surprised at that reception as he sometimes said that he was. He understood it better when his own able editor, Maxwell Perkins, objected in advance to such treatment of the characters around the old respectable publishing house of Scribner's.

In 1929 he was shaken, however, by the fury which, he himself said later, was to make him seem in Asheville Judas Iscariot, Benedict Arnold, and Caesar's Brutus, the bird that fouls its own nest, a viper that an innocent populace had nurtured in its bosom, a carrion crow preying upon the blood and bones of his relatives and friends, an unnatural ghoul to whom nothing is sacred, not even the tombs of the

honored dead, a vulture, a skunk, a hog deliberately and lustfully wallowing in the mire, a defiler of pure womanhood, a rattlesnake, a jackass, an alley cat and a baboon.

The catalogue is Tom's own. Still, at the time I know that though I wrote a generally favorable review of the book, I said that he had spit out his venom on his land. And, worse still, I went on to identify the real characters whom none could miss in the figures who moved in the novel. He resented that then. Indeed, that year, when both he and I went abroad on Guggenheim fellowships, he was full of resentments against such criticism and torn almost to heartbreak. He wrote me at the time that he was "terribly tired and jumpy and will spend several weeks doing nothing but stare at the pigs and peasants," but that we must get together for "a little artistic eating and drinking together, and toast our own health and Mr. Guggenheim's."

Yet that was the summer abroad when, hurt by criticism in England, he wrote to Scribner's that he would never write again. That was also the summer in which the world, and Tom, began to identify—even transmute—the character of Thomas Wolfe with and into that of Eugene Gant. Art in the autobiographical novel follows life, sometimes as Tom did, in the view of his homefolks, too closely. But the artist can follow his art, too. And the picture of Tom as an often drunken, driving, eccentric genius grew from Eugene Gant, not from Thomas Wolfe.

Indeed, that summer was the time in Paris when Tom seemed almost super-patriotic and moralistic, in comparison with the expatriate F. Scott Fitzgerald, who seemed an almost adolescent alcoholic still among rich Princeton students at the Ritz Bar. Fitzgerald was going down at 33, Tom

just arriving at 29. Many are examining both these men now in terms of the psychiatric symbols so popular today. They will find that not only Wolfe but also Fitzgerald sometimes lost themselves in the emulation of the creations they made. Sometimes that seems expected of the artist—sometimes almost demanded. It is odd how the lives of these two men and their literary treatment have mingled and diverged in the time since that summer in Paris. Their story is all around us in these Carolina mountains where, after Wolfe and Fitzgerald were both dead, Zelda Fitzgerald burned to death in a fire at a lunatic asylum.

The psychiatric literary men may probe that web of the beautiful and the damned. It is too much a tangent in the story to consider here. Sadness and neurosis certainly did not fill the Wolfe story. Indeed, what is most missing in all the accounts of him is the shattering sense of humor which often broke his darkest moods. It was soon after he sent word from Geneva that he would never write again, that he wrote, but never mailed, these words to his mother:

Dear Mama: I died in Marseilles on Aug 22. I am buried in a good Christian Churchyard and I hope you will come to see me.

It was about that time, too, that he put down his comment in initials about Ezra Pound: K.M.R.I.A., which the more modest will find fully explained in the collection of his letters.

He still often saw the world not only with the mordant artist's eye but also with the sharp humor of the mountaineer. I have kept a long letter he wrote me on a subsequent trip to Europe. That was in 1936, after the success of *Of Time and the River* had made him famous and a pet lion of the opulent. He traveled tourist class but was invited up to the first-class quar-

ters by richer travelers who had found he was aboard. He undertook to amuse his hosts by telling them about the fury of his tourist class cabin mate, a liquor salesman, to whom Tom had innocently admitted that he was going to vote for Roosevelt.

Tom wrote me of his upper-deck experience:

The moment I told my little story and announced, innocently again, my dark electoral intention, the squawk that went up in tourist class sounded like the cooing of a dove. Their booted shirts began to roll right up their backs like window shades. Maidenly necks that but a moment before were white and graceful as the swan's became instantly so distended with the energies of patriotic rage that diamond dog collars and ropes of pearls were snapped and sent flying like so many pieces of rock and string. I was informed that if I voted for this vile Communist, for this sinister Fascist, for this scheming and contriving Socialist, and his gang of co-conspirators, I had no longer any right to consider myself an American citizen. I was doing my share to help destroy the country, etc.

And Tom added—and this letter was written in an October, too—

I have never, so far as my own observation and experience is concerned, seen such bitterness of feeling, such distorted prejudice, such downright hatred as I saw among these people on the Europa . . . If the election of November third were to be determined by the first class passenger list of a crack trans-Atlantic liner, I have little doubt what the result would be. But fortunately, it will not be determined there. As you know yourself, there are still a lot of us truck-drivers left in the world.

He was a worker. All the legends of his wasteful, wandering, drunken eccentricities have only to be measured beside the mass of the material he wrote to make forever silly the mounting suggestion that he was anything else. His product as a poet also, it seems to me, makes silly the efforts

of those critics who in the fashion of our times undertake to write his story in psychiatric terms. Some have thought it pertinent to note that he was weaned late. And so were thousands of other Americans who could hardly write their names. But most popular of all is the Freudian explanation that all his dark, driven life he sought a satisfactory father-image and—at the last—failed to find one.

I become desperately tired of the fable which undertakes to make Tom the glamorous villain and Max Perkins, the editor of Scribner's, the pale hero in the drama of Thomas Wolfe. Of course, Tom's own last touching letter to Perkins throws a sort of halo over this tale. The truth is that Thomas Wolfe was a worker and a poet and Perkins was a patient technician who helped him greatly. But in the dramatic story of their break—and I was present when they broke in most violent form—it was Wolfe who remained the artist and Perkins whose timidity wanted to limit him.

There was a golden year at the last. Tom found that he could come home again—and that what he got was not the halter but too many hospitable hands in the vicinity of Asheville. Everywhere he was welcomed, entertained, honored. I remember the rich, golden mood of his life as he came up from New Orleans to Chapel Hill and Raleigh in the early spring of 1937. My wife still remembers that at our place he, the biggest man on earth, chose the most fragile chair in the house. He went upstairs to tell my little wide-eyed girls goodnight. And then he talked. I don't remember all those who were there; among them were Paul Green and Phillips Russell. I do remember that Tom brought me a bottle of Herbsaint, the nearest American approximation of absinthe, from New Orleans. I still keep as a

memento that bottle. There are a couple of drinks still in it. I'm not sure what I'm saving them for. It will be some great occasion.

Then the dramatic time came. Wolfe had come to dinner in Raleigh about March, 1937. In April I went to New York. My brother-in-law, Noble Cathcart, was then publisher of *The Saturday Review of Literature*. He and his wife gave a dinner for Tom, and invited my wife and me and a cousin of Mrs. Cathcart's, Julia McWilliams, who was almost as tall as Tom. Anne Cathcart was a punctilious hostess and fretted because Tom came late. We told her he always did.

When he arrived he was in a dark mood about a libel suit and the part Scribner's was playing in it. Probably as his friends we were too sympathetic. At any rate after dinner he called Perkins and asked to bring us all around. My memory (which does not in all regards check with the story Perkins has told) is that we stopped only momentarily at the Perkins' house and then went on to a place called Chero's for drinks.

Perkins says that Tom was set off in fighting fury by a remark of Julia McWilliams, who mentioned an article about Tom by Bernard DeVoto. DeVoto had not only been critical of Tom's work but had suggested that he was a product of Perkins and the Scribner assembly line. I don't remember that conversation. I do remember that in a rush from the table Tom impinged the small Perkins on a newel post at the foot of a staircase. He was threatening to pummel him there. Also I recall that Cathcart and I pulled Tom off and that in the process I realized that the giant Tom was muscle-soft as a woman.

Actually I think he was as gentle as one. I think he was amazingly patient with the steady building by both

Perkins' friends and Tom's critics that he and his work were somehow the creatures of Perkins who had painstakingly put them together. As always told, the story is that Perkins feared that Tom might feel this, and did all he could to prevent it. In every conscious way I think that was probably true. Still I believe Perkins had wanted to be a writer himself. He was a man of pride, too. And I suspect that as his editing process grew he, and certainly friends about him, got grander opinions of the Perkins part than Perkins deserved.

The increasingly clear truth to me is that Thomas Wolfe was never so great as a novelist as he was as a poet. The things that sing in our memories of him and in our appreciation of his work are the great passages of magnificent prose which are poetry in the purest sense. No one has ever suggested that Perkins wrote a word of those great additions to our literature. He was of unquestioned service to Tom, both in the faith he gave him and in the patient way he helped prune, select, and tie the great passages together. But it is just in such phases of his work, the organization, the editing, the sense of form in the fat books, that Tom Wolfe's work falters. It is in the noble poetry which no one but himself ever produced that his name survives in greatness now.

Of course, there were arguments over royalties, over libel, over a multitude of things which gradually grew in the years of association. But at the last it was Perkins who lacked the vitality and the ruthlessness for beauty which Tom Wolfe brought to his work. The simple fact is that Perkins wanted to stop Wolfe's free use of the materials of his experience when Tom's writing in its turn took him to the characters around Perkins and away from the characters of Tom's own

family and town of Asheville—or "Altamont."

When Wolfe proposed to write about a supposedly fictitious publishing house called James Rodney and Co. (clearly identifiable as Scribner's), Perkins was shocked. He made it plain to Wolfe that if he did that he (Perkins) would have to resign. He sent such word to Tom by his agent, Elizabeth Nowell. She recalled that Wolfe stuck out his lower lip belligerently.

"So he's going to resign, is he?" Wolfe said. "Well, I've heard all that before. He needn't try to make a martyr out of himself on my account."

Then, even if in anger, he spoke in significance.

"Look here," he told his agent and biographer, Miss Nowell, "seven years ago, when we published 'Look Homeward, Angel,' Max thought it was all right, fine, for me to write about those people, and that the only thing that mattered was for me to do the best possible job on the writing of the book. But now it's getting close to home, and his attitude has changed. He seems to think that while it was all right to write about those humble people down in North Carolina—*My own people in my native town*—his own fine friends at Scribner's are a special race, and that I mustn't dare to say a word about them. Well, if that's going to be his attitude, it's just too bad. Because I'm going to write what I please, and as I please, and nobody is going to stop me."

It was then I thought that Tom Wolfe came home again to his country, to himself, to his people, and to his own heart. He was writing about all life and did not mean to impale his own people while protecting others.

Much happened afterwards, more fame, more troubles, more acclaim, and then unexpectedly (though he himself

had clear foreboding, death came when he was only 38. He would have been 60 this month. And it is tragic to count the great poetry he might have produced in these lost years. He might even have accomplished the perfect sense of form, missing in some of his work put together from the great mass of his hard-working life which he left behind. But I believe Tom Wolfe accomplished himself as a man. He saw that his own people could no more be material for his work than people elsewhere. He could understand his own attainment of himself and yet, in gentleness and love, bless at the last Maxwell Perkins who helped him much but had come to the end of his own faith when that faith in art touched friends at hand.

Tom never went back to Scribner's. But as he lay dying he wrote Perkins this famous letter:

Providence Hospital  
Seattle, Washington  
August 12, 1938.

Dear Max:

I'm sneaking this against orders, but "I've got a hunch"—and I wanted to write these words to you.

I've made a long voyage and been to a strange country, and I've seen the dark man very close; and I don't think I was too much afraid of him, but so much of mortality still clings to me—I wanted most desperately to live and still do, and I thought about you all a thousand times, and wanted to see you all again, and there was the impossible anguish and regret of all the work I had not done, of all the work I had to do—and I know I'm just a grain of dust, and I feel as if a great window has been opened on life I did not know about before—and if I come through this, I hope to God I am a better man, and in some strange way I can't explain, I know I am a deeper and wiser one. If I get on my feet and out of here, it will be months before I head back, but if I get on my feet I'll come back.

Whatever happens—I had this "hunch" and wanted to write you,

no matter what happens or has happened, I shall always think of you and feel about you the way it was that Fourth of July day three years ago when you met me at the boat, and we went out on the cafe on the river and had a drink and later went on top of the tall building, and all the strangeness and the glory and the power of life and of the city was below.

Yours always,  
Tom

That was a letter of greatness from a man who did not believe that in the relationship he had always been in the wrong. He closed the door softly—almost with a kiss.

I saw Tom just a little more than a month later. He lay against the crinkly undertaker's satin in the over-sized coffin they had to build for him. After his operation a wig-maker had had to make a wig for him to be dead in. He lay in his mother's Dixieland tourist home in a room with long cracks in the yellow plaster ceiling above him. That was the house, as Tom had written of it, in which an evangelist had turned to drink, one boarder had hanged himself, a tubercular had stained the floor in hemorrhage, an old man had cut his throat. It was the house in which his youth, he said, had been crowded about with a diverse company of boarding women and men, girls of "nigger-drawling desire from South Carolina," a secretly coughing tubercular Jew, Negresses quartered in the dank, windowless rooms in the basement. And that day Tom's mother stood at the head of the coffin, tearless and strong, talking calmly and apparently unshaken.

Not many of Tom's literary friends were there. Clifford Odets came over the mountains from Tennessee. Hamilton Basso, Olive Tilford Dargan, a few others were there. Maxwell Perkins sat prim among them. Three of the pallbearers, including myself,

had been at the dinner at my house when Tom came in glory with a bottle of absinthe and endless, glorious talk.

I remember the magnificent day of the commonplace funeral. In the late afternoon sun we could see from the cemetery a mist upon the mountains, or perhaps it was smoke from the noisy trains which run down the valley of the French Broad River and through all Tom's endless, eager journeyings.

That was 22 years ago this October. For a man grown gray as I have, that count of the years "drives a thorn of memory in the heart." Yet in each recurring October a new body of the young have discovered anew not only the golden days but Tom Wolfe's golden poetry, sometimes almost lost in the pedestrian editing of his books. And somehow this October he speaks as young and as alive as ever. We need to look not backward to Tom but forward with him. He spoke for us now,

when he wrote not long before he died:

"I think the true discovery of America is before us.

"I think the true fulfillment of our spirit, of our people, of our mighty and immortal land, is yet to come.

"I think I speak for most men living when I say that our America is *here*, is *now*, and beckons on before us and that the great assurance is not our living hope, but our dream to be accomplished."

The way homeward is forward. October is forever. Even the marble angels sing of the American earth he loved and did not mean to leave in our hands only as a timid faith, a timid art, or a timid country. His tumult could never be the materials of technicians. He was the poet and worker, and the first must always be the last as well. What we need now is his poetry, not a psychiatric post mortem.

The man sang. His song lives. And that is the story of Tom Wolfe.

## *The Effective Administrator\**

By OLIVER T. FIELD

Everyone of us is an administrator, because to administer is to manage or direct. We all have a job to do, a life to live, and twenty-four hours in which to do it. Whether we manage well or badly shows our good or bad administrative ability. It was Marshall Dimock who said that administration is "navigation—knowing where you want to go, what shoals you must avoid, what the forces are with which you must deal, and how to handle yourself, your ship, and your crew, effectively and without waste, in the process of getting there."<sup>1</sup> Everyone has his own ideas of what effective administration is. I shall try to give mine, as they have developed in thirty years of library work.

The effective administrator knows where he is going. He decides, specifically, what the purpose of his library is and how this purpose is to be carried out. It is not enough to say that the library is a public library that stocks books the public wants to read, or a collegiate library that stocks books the professors hope the students will read, or a research library that stocks books the librarians trust will make rich diggings for some scholar. It is necessary to describe the library's public and to list the kinds of books that public needs. It is necessary to have a written acquisition policy. Such a policy should be drawn up by the professional staff and approved by the governing body of the library. Prop-

erly used it will keep purchases consistent, and will save hundreds of dollars at a time, avoiding purchase of books which are of no real use to anyone. A written acquisition policy has another virtue. People are generally respectful of the written word, and if it can be proved from a written acquisition policy that the library does, or more likely, does not acquire a certain kind of book, an end can often be brought to a fruitless argument. In the smaller libraries the acquisition policy may be only a page long. The important thing is to get the points down on paper and have all concerned personnel familiar with them.

The effective administrator is firm. Having decided what the library's function is, he provides himself and all his staff with large wastebaskets, and relentlessly insists on their use. He opens his mail over a wastebasket. He does not hoard book catalogs on subjects outside the library's field of interest. It is appalling to think how many thousands of man-hours are spent filing letters and catalogs of no possible interest to the library, all because some ditherer who was paid to do so could not make up his mind in which direction his library was to go. An administrator must not make excuses on this point, and he must refuse to listen to the excuses of others. Just because a reader asked for a sales catalog on chapbooks in 1931 is no reason to be saving such catalogs today. One swallow does not make a summer. One reader must not set the practice for the library. He does not

\*Talk given at the Regional Group of Catalogers, Thursday, October 13, 1960. Mr. Field is Chief of the Technical Services Division of the Air University Library.

1. Marshall Edward Dimock, *Executive in Action*. New York, Harper, 1945, p. 1.

accept gifts for which his library has no possible use. They will be a plague, causing trouble in every operation of the library. Suppose old Professor Dodder wants to leave the library his collection of Glagolitsa texts. If there is no need for the collection, it should be refused. If the collection is accepted, be sure the hitherto fully competent catalogers will be helpless before it, and this lump in the backlog will be a sore worry to them. The library's accessions policy should have some such paragraph as this, "All gifts to the library are accepted with the understanding that they will be disposed of in any manner which is to the best interests of the library." The administrator knows that refusing and discarding must keep pace with accepting and accessioning. If he does not know this, he will be helpless in the face of a mounting backlog. Any cataloger knows that it takes longer to catalog most junk than it does to catalog useful material.

An administrator is not paid to make mistakes, but he will make them, and he will gain deeper respect from his staff if he admits them. He should never fail to take an action he considers necessary on the ground that his staff will not like him for it. For the little comfort there is in it, he may reflect on Charles I's *Articles of War* (1629):

The Provost must have a horse allowed him and some soldiers to attend him and all the rest commanded to obey and assist, or else the Service will suffer; for he is but one man and must correct many and therefore he cannot be beloved.

He does not confuse servility with required obedience. Servility results too often in what the Germans call *Kadavergehorsamkeit*: corpse-like obe-

dience. Even the ablest administrator needs help in details from his staff, even the ablest administrator nods—and slips. If he has a staff that is unwilling or afraid to speak up, he is in for trouble. One does well to prefer an employee with a little kick left in.

One need have no sympathy with the employee who continues to draw his salary but is openly and constantly in rebellion with authority. On the other hand, only a double-dyed hypocrite or a cup custard can subscribe 100% to any administration. One should feel perfectly free, on occasion, to take a public stand of disagreement with a requirement that one must follow. In this, as in all things, the administrator should not make his staff suffer. The Germans call the servile petty tyrant a *Radfahrer* because like a cyclist he appears from above to be bent low, but seen from below he is busily kicking his feet. No creature is more deserving of contempt than the tyrannical administrator, that disturbed creature in a position beyond his depth who feels himself a master of men because he can lord it over a dozen assistants.

*The effective administrator is fair.* He is not that despicable office athlete whose favorite exercise is jumping at conclusions. He is not a waverer. He thinks, he does not "feel." Feeling is no substitute for thinking, though it is admittedly less work. The administrator who is a feeler cannot hope to be a professional success, though he might shine as an auxiliary member of the Ladies Gossip Circle.

The effective administrator is not curious concerning his staff's private affairs, but he knows their private problems in order to understand their work problems. He knows if he has a staff member who dances until four in the morning and then calls in sick at

opening time; who cleans house like an unbalanced demon over the weekend and is a worn-out fiend on Monday; who keeps cats and spends her nights as a cats' doorman and short order cook and is dull during working hours. He knows if he has a joiner on his staff. He comes to a solution of these problems. He does not do this by invading private lives. He has decided whether he is a library administrator, a personal advisor, or a supervisor in a home for delinquent girls. Presumably any one who accepts a salary has a moral obligation to earn that salary. These cases may not be pulling their weight. If they are dismissed, it is because their faults outweigh their virtues, and they are dismissed on a service basis unconnected with dancing, housecleaning, cats or clubs. He may keep these people for their other virtues and discount these contributing causes to their being less nearly perfect than he would like. Human beings are after all vessels of rather inferior clay, and most develop checks and crazes with age. Marjorie Allingham has an unforgettable character in *The Tiger in the Smoke*. This man has a real rough diamond as an assistant in his work, one of those people who is all heart and all thumbs.

Avril saw her for what she was, a gift of God in his life, and if he often found her trying he was far too humble, and indeed too experienced, to expect that the Almighty's more quixotic benefits should ever prove to be unadulterated jam.

I had the good fortune to serve my first four professional years under Mathew Hale Douglass, of the University of Oregon, a man who once said, "I try to get the best person I can for a job, and then I leave him alone." Some years before I came to

the University of Oregon, the head cataloger retired. She was an unusual woman in many ways and stories were still current about her. I remember once hearing Mr. Douglass speak of the carpet slippers she wore at work. I was horrified and asked her why she did so. Mr. Douglass said slowly, "Well, I suppose her feet hurt. They were always quite attractive carpet slippers." He paused briefly, and then he added, "She was an excellent cataloger."

*The effective administrator always controls any situation in which he finds himself.* First, he controls himself. The higher his station, the more costly to him and his library are his lapses of control. Senator John Kennedy quotes Ernest Hemingway, who calls courage "grace under pressure."<sup>2</sup> One needs grace to control oneself, to uncultivate what Phyllis McGinley calls "The art of always striking when/ The irony is hot." Employees are a captive audience. Like herring in a barrel, their faults of malice and stupidity are always there and easy to shoot at. Part of self-control is physical well-being. Very often it will be observed that the shrill and uncontrolled administrator is unbalanced for lack of sleep or proper food. The harpies of librarianship are often those who fancy they do not need seven hours of bed rest or three adequate meals a day. One need not sleep seven hours, one may well read for part of that time. A cigarette and a cup of coffee is no librarian's breakfast. It has already been named after the practicants of an older profession.

*The effective administrator has an effective staff.* He has confidence in his staff because he has confidence in himself. Often clever people make

<sup>2</sup>. John Fitzgerald Kennedy. *Profiles in Courage*. New York, Harper, 1956, p. 1.

wretched teachers because they do not explain enough. "Everyone knows" is perhaps the most stupid phrase in the English language. Everyone does *not* know. The wise man makes sure everyone knows. It is a wise administrator who says, "That is exactly what I want" when he sees a well-done job. The clipped voice perfectionist who barks that she does not praise her staff for a job well-done because that is what they are paid to do is sometimes observed, but need not be emulated.

*The effective administrator knows the importance of coordination of activities.* He has a staff manual whose complexity is in keeping with his library's size. Here, every major staff policy or procedure is detailed. He organizes his library so that when an employee is at lunch, ill, or on leave his work can be carried on by someone else. He does not say, "There are only two of us in the library, Miss Fuzzy and I. Manuals are for the many." In his library one does not hear the incompetent bleat, "Miss Fuzzy is sick today. I found a request card for the book you want on her desk, but no one knows whether she is going to order it or not."

*The effective administrator trains his staff to do completed staff work suitable to their level.* He does not finish other people's half-baked work, but insists that they do the work they are paid to do, or leave. He is not, in short, a harbinger of incompetents. On the other hand, he does not require others to do what is properly his job.

*The effective administrator thinks first, and then acts.* But the area of his actions decreases in proportion to the size of his library. Specific functions of many librarians are gummed up today because an administrator descended too far down into the working

level, making decisions on that level which were ignorant, dangerous, and costly. The higher he rises in the scale, the more an administrator becomes a generalist, the less able he is to operate effectively at the working level. All of librarianship is a series of interactions of principles. These have many deep roots and surface knowledge may not be sufficient to determine where they lie. Administrators have been known to order their catalogers not to go beyond the third decimal in Dewey. This decision was made because they were understandably dismayed by those dreadful long Dewey numbers, and dismayed by the time it costs to build these monsters. However, Dewey does not move out at the same depth from decimal to decimal, and while the third decimal may most adequately cover the subject in one class, it does not even get warm in approaching the subject in another class. Such a decision can do untold harm to a collection. It is like forcing a man to occupy his first grade desk throughout his academic career.

*The effective administrator stays in channels in all matters which concern policy or procedure.* To jump channels in policy or procedure is to ignore the position of a supervisor, and supervisors are as sensitive as administrators. Channel-jumping leaves a suggestion in the mind of an employee that the administrator is taking over. As a natural result, employees will turn to the administrator with problems he has neither the time nor the knowledge to deal with. The efficient administrator satisfies himself with laying down general policy, leaving its carrying out to those better able to perform this function. It is a prime principle of administration that an employee should deal only with one

supervisor. This principle is seldom safely ignored.

*The effective administrator decentralizes.* Directors of large libraries have been known to sign every letter that went out over their desks. One wonders how effectively these highly paid clerks performed the real duties of their jobs. One employee once said of her chief, "The real trouble with her is she has no out-basket." We say of a person that his job is too big for him. This is never true. A little man cuts a big job down to his size, fussing over the little things so that he can comfortably ignore the big things he is incapable of.

*The effective administrator does all he can to find shortcuts to work.* Librarians are trained to maintain consistency of practice. Too often they confuse this with maintaining a practice. He lets his staff in on his problems, remembering that Mohammed's wife was his first convert. The Italians have a saying that the Pope and his mule know more than the Pope does. A library page does not have a lifetime of library experience and for this reason some of his ideas can be very useful. A participating staff is an interested staff. He gives his staff credit for their ideas or for their work, and does not assume undeserved credit for himself.

*The effective administrator delegates responsibility.* Ability to do this is the true yardstick of administration. Once general instructions have been given to an employee competent to follow them, he should not be shadowed. As the job works out he will run into unexpected problems. His hands should not be tied in advance. A measure of administrative failure is the extent to which a staff worries about the chief's wishes in the minor details of an operation. The administrator who

cannot delegate is at least incompetent, if not mentally unwell. When the competent administrator lets go of a job, he makes no further reference to how it should have been done unless the work represents a repeated operation and corrective instructions will be helpful in the future.

"It sounds very fine," one may say, "to speak of letting a staff alone, but what does one do with a staff member who doesn't have any initiative?" The first step here is for one to withdraw one's paralyzing influence. The person referred to is afraid to show initiative, probably, because every time he did a job it was carefully pointed out to him where his work held undotted i's, uncrossed t's, and periods that closest examination showed to be upside down. The ineffective administrator claims he must do all things because his staff is incompetent. There is an old farm expression that when you plant potatoes you get potatoes. It would be equally true to say that potatoes come from potatoes.

So far the male pronoun has been used to refer to administrators. Actually, there are more female librarians, and thus female library administrators, than male. Old women, however, come in two sexes, and of these the male old woman is more to be feared. It appears that the gift for detail is a quality most found in women. Perhaps for this reason women more often seem to confuse good housekeeping with good librarianship. I believe it was Thomas Carlyle who heard that Harriet Martineau had announced that she accepted the universe. He felt moved to say, "By gad, she'd better." Women administrators are accepted because they must be accepted. They are here to stay. They have great gifts to bring to administration if they can keep first things first.

in their work. In general women are honest, hard and conscientious workers, with a gift for detail that is invaluable. They exceed men for the most part in devotion to duty. However, this devotion can too easily degenerate into a lack of balance in judgment, an overconcern for detail, an abnormal sensitivity. Circumstances and choice may keep a woman from marriage, but a profession outside the home should not become the means of satisfying any personal need except the basic need to be usefully occupied. Where a woman thinks of her job as her whole life, she is not an employee but a mother. One actually hears it said of certain women that their job is their baby. Nothing but a monster results from the union of a woman and a card catalog.

This virtue gone bad can weaken a whole library. Watch out for the woman who says "my catalog" or "my department" or "my typist." Such a one-eyed person finds her counterpart in Mrs. Murdoch, a character we meet not only in Marcia Davenport's *Constant Image*, but too often in libraries:

Harriet was not on bad terms with her mother; it was merely that there were no terms upon which one could be with Mrs. Murdoch unless one were exactly like her.

When Mrs. Murdoch appears in the guise of a librarian, she will not stop until she is stopped. If she is not stopped, she will view every library function through that very small funnel which is her activity. She will weaken the great service she can give to the library by overextending her concern, often endangering her physical health and even her mental health.

Part of delegation of authority is letting a staff have its way as much as possible. It is, after all, not always

from weakness that an administrator gives his staff freedom. It can also be from strength. Perhaps this is what the Episcopalians mean when they say of the diversity of their church, "unity in essentials, freedom in non-essentials, charity in all things."

*The effective administrator grows with his job.* Like the fond mother who cannot recognize growth in her children, the fond librarian who cannot grow with her job is in a dangerous state. Fond, by the way, comes from a Middle English word which means fool. How often one hears of a chief librarian, a division head, or a branch chief, who is removed by radical surgery necessary to the life of his institution because he could not grow with the institution he himself built or developed! How familiar are the words "needed is a director who can make the library the dynamic center of a rapidly growing community," or who "will work at improving library-faculty relations." One sees a small mind, more concerned with the prime importance of call numbers than with the living book, more concerned with the holy and inviolable Reference mark than with getting a five-dollar reference book into the hands of a five-million-dollar student who needs it on short time loan. One sees the handwriting on the wall. One sees a stick that bent and broke, rather than a tree firmly rooted but elastic before the wind. One sees stubborn Old Miss Rusty headed for the heap. Perhaps one sees oneself.

The effective administrator knows his staff load, just as an engineer knows the load capacity of a bridge, and he arrives at it by the same method. He does not *think* his staff can undertake a project. He *knows* if they can. Administrators who use the term *think* so lightly seldom do. The effec-

tive administrator does not undertake more than he can handle nor does he assign projects for which he has insufficient staff. He faces with equanimity the fact that behind his little clearing under the light the darkness is filled with tasks that need to be done, but which he can never hope to do. It is a curious fact that the hen is our model for a scatterbrain. But a hen has enough sense to know how many problems she can handle, and when she has accomplished her clutch, she stops. The hen would never emulate the madwoman in *Ladies in Retirement* who spent her time tidying up the seashore.

*The effective administrator distinguishes between problems time will help him solve and those not even time will solve for him, and acts accordingly.* When I was a cataloger at National Medical Library, my language area was Germanic languages. One day I was dismayed to have a Chinese pharmacopeia show up on my desk. I turned the book hind-side to, to find the title page. That much I knew to do, and no more. I puzzled over the cuckoo bird egg in my orderly Germanic nest for one week, and came no forrader. One day the chief of my division came to my desk and said, "Look, you will know no more Chinese next week than you do right now. Get that book off your desk." No library job is insurmountable. One's solution may not be the best one. If it isn't, time or someone wiser in that particular problem will say the word. And when that day comes, it will be time enough to change things. Cataloging errors do not exist until they are discovered. And since they are discovered by someone clever enough to recognize them, one is already half way out of the woods. This does not mean that the effective administrator constantly seeks the advice of others. Too

often the administrator who boasts that she (and it is usually a she) is not too humble to take advice is trying to cover up for her constantly desiring advice. An administrator must learn to stand on his own feet. Someone has said, "He who hesitates is bossed." And how often such hesitators then weep, being forced to live with a decision they asked for!

*The effective administrator keeps his desk clear.* There is a strong psychological factor in this. The ineffectual administrator seems to suffer more from the oppressive thought of unfinished work than from work itself. "Cowards die many times before their death. The valiant never taste of death but once." In many cases (and one may always cite oneself as the exception) the desk that looks like a country store reflects the mind of its occupant.

*The effective administrator is ready for business during business hours.* Everyone knows the librarian who must find a pencil after she answers the telephone. What does she expect when her desk telephone rings? An offer of marriage? A sung birthday greeting? Everyone knows the cute librarian. Whimsey is an occupational disease among the females of the profession. One would have little faith in a banker who simpered inanities about getting things through his feeble brain. One could have little faith in the help of a doctor who promised to come quick like a bunny. Talk, say and go are good adult words. "Yick-yack," "chitter-chatter" and "mad rush" are passé boarding school terms now popular only among girls over forty. One gets weary of a simpering portrait, but how much worse is it to spend eight hours of one's day with a superannuated teen-ager! An administrator needs to cultivate repose. Librarians are supposed to be book-

men, yet as one listens to the string of clichés which pass for conversation among them, one wonders at the little influence the written word has had in developing their minds and hence their speech, since they left St. Ninian's School at the age of seventeen.

One hopes to see women bring the great gifts of women to their work: intuitive compassion and dignity. One dislikes seeing the starchy female parody of a businessman in an office as much as one despises finding an after-five type cutie there. A librarian who is deeply proud of the profession cannot but be bitterly ashamed when someone asks him if he knows Miss Starch or Mrs. Gigi Ruffles "who are also librarians."

*The effective administrator cultivates brevity of speech.* Many librarians tend to go into wearying detail concerning operations about which visitors want (and can grasp) only the highlights. A one-sentence introduction to the purpose of the Dewey classification, a one-sentence statement of library policy on book selection are all that is needed. Often to say more is to indicate that one lacks the mental capacity of selection, the mental discipline needed in order to say less effectively.

*The effective administrator does not waste his own time or the time of his staff.* He does not allow his staff to waste his time. Gregarious administrators who pop in on their staffs for friendly chats are the same incompetents who complain because their staffs are too small. A normally intelligent, healthy employee likes to work and can do a great deal of it if given long stretches of time unadorned by the presence of a chief who fancies himself a sunbeam in the dreary lives of his staff. The effective staff visits its administrator, he seldom visits it. Inspection is the function of

command, not indiscriminate socializing. For the human touch (and ineffective administrators are often especially strong on the human touch) a friendly word or two in passing is enough. One oversocial administrator is sourly known to his staff as "The Father of Us All."

The staff meeting is perhaps the greatest man-hour leak in any library. It is hard to believe that an administrator would call the meeting regularly if he knew what it cost him in man-hour dollars. The staff meeting is often wrongly considered a good way for the staff to let off steam. When one staff member gets up a head of steam it is cheaper for one person to hear her out—the one who can do most to reduce the pressure—rather than to call an ineffectual quorum for the purpose. One rises from many staff meetings, reminded of the old Norwegian woman who used to hear an argument out and then say flatly, "That makes me no different."

It is wise to discourage the double or triple approach to a problem. Once tackled, the efficient administrator finishes a job. When an employee brings in a problem it is settled on the spot or he is given an appointment to discuss it, and he is firmly pushed out of the office. If he lingers to give a ten-minute preview of what he will discuss more fully later, twenty minutes have been wasted, no solution has been reached, and two people have had a pointless interruption in their day.

*The effective administrator is a listener.* "You know this, my beloved brethren, well enough. It is for us men to be ready listeners."<sup>3</sup> And perhaps even more so for the ladies. If you can't listen, you will never be worth your salt as an administrator.

3. St. James 1:19, Knox Translation.

Don't jump to conclusions. Someone has made this remark, "She was so busy reading between the lines she missed the lines." A gabbler is never a listener. She is deafly waiting for a pause so she can break in. It often appears that the compulsive talker is a seriously nervous type and for this reason a poor employee risk.

*The effective administrator is mature.* On my first visit to her new library, I found a director far gone in badly controlled hysterics. She had an overnight bag on her desk, which she repacked while she was talking to me. I will not say what had set her off. I would not be believed. I know a man, happily no longer a librarian, who used to cry, "Why did she do this to *me*?" whenever a subordinate made a mistake.

It is a characteristic of maturity not to cash in on rank. An administrator can observe a most substantial privilege by noting the discrepancy between his salary as an administrator and that of the assistant next below him. Quite possibly the administrator has a more attractive office. He may have more opportunity to travel at the expense of his library. It is administratively unwise to assume to himself as privileges actions which he considers faults in others. While most non-smokers have probably become inured to the stench of the smoker's breath, they may still object to having smoke blown in their faces. If his library prohibits the shoeless custom of staff smoking in public areas, he must make allowances for smokards (we all know the word drunkard) to get periodic relief. He cannot forbid this and smoke freely in his office. *Quod licet Jovem non licet bovem* does not apply to him. If he thinks he is God by virtue of his minor office, he needs medical advice.

Chronic tardiness is a sign of immaturity, not a privilege of rank. On-

ly the top chief can wander in to work at any time. Chronically late administrators are often fingerlings in positions over their depth. Sometimes they are people who claim that they cannot get up early. In this case, a clear and serious lack of self-discipline is indicated. The effect on staff morale can be imagined. Now, none of us has risen crowing with joy from his bed since he was two years old, I am sure. No one is alone in his dislike of early rising. One does not look for effective leadership in any direction from a person who cannot lead himself. How many people, again usually women, one hears claim that they have trouble getting up in the morning! One considers their professional contribution, and one usually finds it seriously wanting.

These, then, are some traits of the effective practitioner of administration, which Dimock says "is more than learned responses, well-chosen techniques, a bundle of tricks. It is not even a science and ought never to become a hard and fast method. It is more than an art. It is a philosophy."<sup>4</sup>

It calls for the best in a man. And for help in this, one turns to St. Francis de Sales who, like any library administrator, had much experience with the problems that vex women, and perhaps too, like library administrators, with women who vex men.

Every morning compose your soul for a tranquil day, and all through it be careful often to recall your resolution, and bring yourself back to it . . . Be patient with everyone, but above all, with yourself . . . The many troubles in your household will tend to your edification, if you strive to bear them all in gentleness, patience and kindness . . . Look close before you, and do not look at

(Continued on page 231)

4. Marshall Edward Dimock. *A Philosophy of Administration Toward Creative Growth*. New York, Harper, 1958, p. 1.

## Full Reward\*

By CAROL HOFF

A few years ago a woman came up to me with her five-year-old son. "Glen," she asked, "do you remember the story about Johnny Texas I read to you?"

"Sure," he said. "That's a good story."

"Well," his mother told him, "this is the lady who wrote it."

Glen stood back, put his hands on his hips, and looked me over from head to toe. Then, "How in the world," he asked, "did you ever sit still long enough to write all those words?"

But to tell the truth, I never did sit still very long to write *Johnny Texas* or any of my other books. I was writing for fun, when and where I pleased. That, I believe, is why I still do not think of myself as a real author, in spite of my six books. In their accounts of their work habits, most of the highly esteemed and highly successful authors of today seem to agree that it is necessary to spend six to eight hours every day in writing and that writing is hard work. But I would hate to think that I had to sit eight hours a day putting black marks on white paper.

To me, writing is just an extension of the old childhood game of "Let's Play Like." Remember it? "Let's play like I'm the teacher, and you're my bad pupil. And let's play like I am writing on the board and you are throwing spitballs. And let's play like I turn around just in time to catch you." Remember? That "Play Like" is the basis of my writing, and I can

do it while I am weeding a flower bed, or washing dishes, or listening to him, or just waiting to drift off to sleep. Then when the "Play Like" scene is very clear in my mind, with all its sights and sounds and emotions, all I have to do is put it down in words, which doesn't take very long.

But in another way it has taken me a very long time to write my stories about early Texas, for though I was unaware of it at the time I began collecting material for them when I was just a child. When we moved back to Texas, I was thrilled to learn that my great-grandparents had been Texas pioneers and had helped to win Texas freedom at San Jacinto. I begged my grandmother and my great-aunt to tell me everything they had heard about their parents' experiences and the way of life in early Texas, and I treasured these tales in my memory. As years went by, I had two nephews, and I in turn became the teller of tales. These two boys were very different but they both liked these old family stories so much that I decided that other boys and girls might like them too and began to weave some of them into a book.

In 1948 when my sixth graders were grumbling about having to study Texas history, I read them what I had written, hoping to arouse their interest. They liked the story. They were quite sure it would be published and even cast it as a movie. I was pleased and encouraged by their response, but still I did not finish my story until I accidentally—or providentially—received a notice of the Charles W. Follett Award contest for children's books.

\*Address delivered at the School and Children's Librarians Section meeting on Friday, October 14, 1960. Miss Hoff is the author of a number of children's books.

The rules stated that new as well as established writers were eligible to enter and that it was hoped to find a number of manuscripts worthy of publication. I thought this might be an opportunity for my story, finished it just before the June deadline, and submitted it in the contest.

I had almost forgotten about it when, the Sunday after Thanksgiving, I had a letter from Follett telling me that my story was one of those accepted for publication. A contract was enclosed, and I signed it without reading it, even though I had had legal training. I knew I was going to sign that contract whatever it said!

I hope that each of you has had a sudden great joy. Then you will understand how I felt those next days.

Then on Thursday I had a jolt.

It was cold and dreary that day. I was the high school librarian by that time, and in the middle of the afternoon I was called to the telephone in the office.

"Chicago calling Carol Hoff," Central said.

I knew no one in Chicago. But Follett Publishing Company was in Chicago. "It must be Follett," I thought swiftly, "calling to tell me that they aren't going to publish my book after all! They're trying to save me the embarrassment of telling people that I'm going to have a book published when I'm not by phoning instead of writing!"

By this time Central had made the connection. "Is this Miss Hoff?" asked Mr. Follett.

I said, "Yes, it is."

"Miss Hoff, are you sitting down?" he asked.

I said, "No, I'm not."

"Miss Hoff, will you sit down?" he asked.

I said, "Yes, I will."

"Miss Hoff, are you sitting down?" he asked.

I said, "Yes, I am."

And then he told me that my *Johnny Texas* had been selected as the winner of the first Charles W. Follett Award.

After that I don't remember what I said or what he said, but later on I was reminded of some promises I had made.

I just had to tell my library assistants about this wonderful news. The first question of these idealistic young teen-agers was, "Is there any money involved?"

I had to admit that I didn't know. I thought there was, and the figure five hundred seemed to stick in my mind. But I hadn't dreamed that my story would win the award, so I hadn't paid much attention to that part of the announcement.

When I went home I dug the announcement out of my desk and was thrilled to learn that the prize was \$3,000.00 and a gold medal.

In my story *Johnny Texas* is the eleven-year-old son of a family from Germany who came to Texas in time to help win independence from Mexico. There never was a real *Johnny Texas*. My great-grandparents came to Texas as bride and groom. But in the story I have let many of the things that happened to them happen to *Johnny Texas*. Perhaps the part that most nearly follows the true story is the part about the Runaway Scrape in the war with Mexico. I'd like to tell you that true story as a sample of the dramatic material my great-grandparents supplied me with.

The Runaway Scrape was the panic-stricken flight to reach the safety of the United States after the fall of the Alamo when day by day Houston's Texas army was retreating before Santa Anna and his much larger

Mexican force. Santa Anna had sounded the No Quarter signal and proved he meant it by killing every defender of the Alamo and later the prisoners at La Bahia Mission in Goliad. The women and children and old men left in the little towns and lonely farm houses along his way were afraid. They packed their most precious possessions and fled before his soldiers. At each new settlement more frightened people joined the throng of refugees hurrying north to escape the fate of the soldiers at the Alamo and Goliad. The lucky ones traveled in wagons, others had home-made sleds, some rode horseback, but many walked, carrying what they could on their backs. It was a time of great hardship and suffering, and the weather added to the troubles of the refugees, for it was a cold, wet spring. This meant that there was much sickness among the people, that there were swollen creeks and rivers to cross dangerously, that overloaded wagons bogged down in the deep mud and had to be abandoned to looters. It was a sad time made more miserable by fear.

My great-grandmother and her baby were in the Runaway Scrape. She was luckier than most, for her aged parents traveled with her and they had both a wagon and horses to ride. The baby rode safe and snug in a cradle made from a barrel.

One night the refugees were allowed to camp on the grounds of one of the big river plantations. The plantation owner and his wife came and walked among the people. When they saw my great-grandmother's baby the woman fell in love with her and wanted to buy her. They promised to let this baby take the place of their own child who had recently died, and would not take no for an answer. My great-grandmother had to call on her father

to convince them that the baby was not for sale.

Next day, April 21, as the crowd plodded along after their noonday stop, my great-grandmother said, "Oh, dear, I hear thunder again! We're going to have more rain!"

"No, child," her father replied. "That's not thunder you hear. That's guns."

He was right. Before nightfall a messenger came with the glorious news of the victory at San Jacinto. "Turn back!" he cried. "Go home! We have defeated Santa Anna! The war is over!"

After that, the people streamed homeward again. My great-grandmother returned to her log cabin only to discover that it had been burned to the ground. With her parents she joined a group of refugees who fled to Galveston Island to escape from the lawlessness of the unsettled times. In all these days she had not heard from her husband. Weeks passed, months, and still she had no word of him. She didn't know where he was. She didn't know whether he was ill or wounded. She did not even know whether he was alive.

Then one day a soldier came to the island with a letter for her. "Your husband gave me this letter for you six weeks ago," he told her. "But I have just now happened to find you."

Word at last! She took the letter and walked along the beach away from the others. She wanted to be alone when she read the letter from her husband.

She broke the seal on the letter and opened it. And she saw that the pokewberry ink with which it had been written had faded so that she could not read a word. She still did not know where her husband was, or how he was. She stood there alone, crying

bitter tears of disappointment and loneliness.

Suddenly she heard a voice ask, "Why are you crying, Rosa?" She whirled around, and there stood her husband.

Weren't my forefathers considerate to supply me with such dramatic material? To mention a few of the other real happenings I have used in my stories of pioneer Texas, there is an uncle's three hundred mile journey alone to Mexico when he was fifteen, which is the basis of *Johnny Texas on the San Antonio Road*, and there are a shipwreck on Galveston Island, an encounter with an alligator, a meeting with Indians, the bringing of the first piano to Texas, and a treasure found in a bedpost, all of which I used in *Head to the West*. Of course my grandmother's and great-aunt's tales of life in the early days gave me valuable background information for my biography of Stephen Austin, too.

My books have been most gratifying to me in many ways. I should be acting coy if I did not acknowledge that one of these is the annual royalty check, but that is neither the only nor the greatest pleasure. Among these are the delightful fan letters. All are most pleasant to receive, and some bring a glow that lasts for days.

I think, really, that a little girl's fan letter was responsible for my sequel to *Johnny Texas*. After telling me how much she liked *Johnny Texas*, she said, "And now, Miss Hoff, write another story about Johnny Texas when he is a little older, then another one when he grows up and gets married, then another one about his children. Please, Miss Hoff, you just gotta."

One letter I especially enjoyed was from a boy who wrote that the part of *Johnny Texas on the San Antonio Road* that he liked best was when Anne

fluttered her eyelashes at Johnny. Another reader sent a picture he had drawn to illustrate the start of Johnny's journey. There was Johnny bidding his mother goodbye, both in typical pioneer clothes, there was the ox-drawn covered wagon, and in the background the log cabin home. Smoke was coming from the chimney at one end of the cabin, and at the other end was a carefully drawn television antenna.

My latest fan letter was from a little second grader who printed his letter. "I just read *The Four Friends*," he wrote, "I love you very much."

All such fan letters are treasures indeed. Perhaps some of you remember Harry Golden's statement that "The hope of the writer is not royalty checks but immortality." Somewhat to my surprise, I found that for me this is true, although I prefer George Eliot's way of saying it:

O may I join the choir invisible  
of those immortal dead who live  
again  
In minds made better by their  
presence.

As a lover of books, a teacher of English, and a librarian, I have always believed in the mission of the book. And I urge you, however tired and discouraged you may be at times, never to doubt the mission of the book, for my books have proved to me just how wonderful and personal a book can be.

I'd like to use *Johnny Texas* as an example. I wrote *Johnny Texas* because I enjoyed doing so. I hoped that boys and girls would enjoy reading it. I hoped that it would interest and entertain them. I never once dreamed that it might change a life. But that is what it has done more than once, I have learned.

The first such incident was told to

me by a former pupil of mine shortly after the book came out in 1950. Then she was teaching in a little one-room schoolhouse of the kind that no longer exists in Texas. Among her pupils was a boy from Germany who, with his parents, had recently arrived in Texas as displaced persons. As she read *Johnny Texas* to the school, she found that this boy was thinking of himself as a modern Johnny Texas and that the other boys and girls were thinking of him that way too. The story helped them to welcome him and accept him and made his adjustment to his new life in Texas easier and pleasanter. Like Johnny Texas, he soon grew to feel at home in Texas and love his new country.

Two years later a woman in Eagle Pass came up to me. "You taught my son to read," she said.

"I did?" I asked. "What is his name?"

"Oh, you don't know him," she replied. "You have never seen him, but you taught him to read just the same."

Then she explained that her son was in the seventh grade, a perfectly normal boy except that he had never learned to read beyond the third grade level. He passed his school work only because she read him his lessons each night. But she was interrupted in her reading of *Johnny Texas*, and the boy had become so interested in the story that he tried to read on by himself. It wasn't easy for him, though many nine-year-olds do read it alone, and he asked many a word, but he persisted until he had finished the book. That proved to be the turning point in his reading. Encouraged by his success, he tackled other books. Psychologists would probably tell us that his keen interest in Johnny's adventures had removed an emotional block that was the only obstacle to his reading. At any rate, after that his progress in read-

ing was rapid, and within a year he had almost caught up with his class.

At another time, when I was attending library school at Texas Women's University at Denton, a woman came to my room with a well-worn copy of *Johnny Texas*. She asked me to autograph it. "I'd like to tell you what this book has meant to me," she said. She told me then that she was a teacher and that her husband had been in the Air Force in Korea. One day the news came that he had been killed in action. She could not believe it. She could not accept the fact of his death. She could not even cry. The shock left her numb. She went on teaching, living in a sort of nightmare. Even when her husband's body was brought home for burial, she could not cry. But she was growing more tense and nervous all the time. Duty was all that kept her going. Then a pupil brought *Johnny Texas* to school and asked her to read it to the class. She did so, and the day she came to the part where Johnny's father is lost in the war, she suddenly found herself crying. She put her head down on the desk and cried and cried. She said she was aware of her pupil's shocked surprise, she knew that some of them were crying with her, that the others watched in bewildered silence. Yet she could not stop crying. But her tears were healthy, healing tears. They gave needed expression to her grief, washed away her pent-up sorrow. They helped her to face life again, normally and bravely. Her story has a happy ending. A few years later she married a Methodist minister and is living happily with him and their child.

I'd like to tell you one more incident. At a Book Fair in Little Rock a mother came up to me. "You autographed a book for my little girl this morning," she told me, "but she was

(Continued on page 241)

## *Current Trends in College and University Libraries in the South\**

By BENJAMIN E. POWELL

Casual study of current trends in college and university libraries convinces us that they are growing larger, growing larger faster, and are serving more students and faculty. These are fairly well established facts. The figures on growth are so remarkable, however, that perhaps we should speak of them, then look at patterns of organization, current philosophy with respect to service to users, qualification and status of staff, and the position of the library in the institution it serves, to see if there are recognizable trends.

The research libraries in the South—those serving institutions that grant the doctorates—are adding 550,000 volumes a year. (In the SELA area only). Twenty years ago they added 209,000. They are spending more than three million dollars for books; in 1938 they spent \$462,000. They are growing three times as fast and are costing seven to eight times as much to operate, or \$8,250,000 annually. (The average increase in universities elsewhere was six and one-half to seven times). The libraries now contain 10,000,000 volumes; twenty years ago, they contained only 3,215,000 volumes.

The college libraries are growing more slowly—only 12½ per cent faster than in 1938, and are spending only three times more for books and other materials.

But volumes alone are not enough. If southern librarians have been aware

of the increasing importance of libraries to teaching and research, they will have directed their programs to better serve the needs of the readers, and the trends will reflect it.

The effectiveness of a library, once collections are established, depends greatly upon the building in which students and faculty must work. Of the forty institutions—twenty universities and twenty colleges—whose librarians supplied information on which these remarks are based, twenty-eight are occupying buildings constructed or extended since the late 1930's. Most have been constructed since World War II. They contain more than two million square feet of floor space, and cost more than thirty-five millions of dollars.

That the trend is in the direction of creating more comfortable and hospitable conditions is amply illustrated in the fact that twenty-two of these new buildings are air-conditioned completely or in part. This trend has great implications for study and research, if we interpret correctly the results of efficiency tests applied to situations within and without air conditioned areas. It is gratifying to discover that most administrators have recognized the importance of making the library comfortable, and that the buildings now under construction or proposed are installing air conditioning as a matter of course.

With few exceptions, the newer library buildings are sufficiently flexible to permit accommodations of changing functions from decade to de-

\*Address delivered at the meeting of College and University Librarians Section, Thursday, October 13, 1960. Dr. Powell is University Librarian, Duke University Libraries.

cade. Modular construction, as we think of it today, is enabling colleges and universities to construct buildings that can be adapted twenty-five years hence to meet demands which cannot be anticipated now.

Scientific progress during the last quarter century has produced much that has implications for libraries—especially for research libraries. Photographic facilities for reproducing materials have demonstrated their value; electronics offers a wide range of possibilities; and television may have great potentialities for increasing the usefulness of the library collection. All of the university libraries of which I inquired have facilities at least for reading microfilm and for copying printed and manuscript materials. The equipment includes verifax, thermofax, photostat, multilith, microfilm camera, Xerox, and so on. A few institutions employ Xerox-multilith for reproducing catalog cards and for producing library forms for record keeping and communication. IBM equipment is utilized sparingly. One institution, the University of Virginia, has experimented with closed-circuit television to explore its applicability to research library use in the transmission of visual images of book pages and catalog cards, a facility which helps solve some of the problems posed by the proliferation of departmental libraries. The reports from the Alderman Library on developing page turners and card turners, and on the implications for librarianship generally of transmitting library materials by coaxial cable make good reading.

These trends are of concern to the reader and research scholar; they contribute to his comfort and help him make scarce material available, but actually have no relationship to the accessibility of books to the general student. We need to ask next then,

if we are providing unhampered access to books, and if we are directing our programs to better serve the needs and interests of readers.

Several of the college librarians emphasized that their book collections have always been open. Eighty-eight per cent of those replying to my inquiry indicated that students have access to the stacks—most of them traditionally—only three have opened their stacks since 1950. Sixty-five per cent of the university libraries from which data were secured allow students in the stacks, but only one of them had granted this privilege earlier than 1950.

Other devices, reputed to make the library serve more effectively as a tool of instruction are being used, and some represent fairly new thinking.

Books and journals have been reorganized along subject-divisional lines in several university libraries constructed since World War II. This arrangement, designed primarily for the convenience of advanced students and faculty members, brings related materials together, e.g., humanities, social sciences, and services them with subject specialists. These same specialists in some institutions participate actively in the selection and cataloging of materials, more actively than in libraries where books are organized by form.

Open stacks and the subject divisional organization of materials have gained supporters because American librarians assume that if a student has direct access to books he will find those he needs. It is difficult to test the validity of this assumption. Nevertheless, we librarians have a comfortable feeling that we have more nearly lived up to our obligation to students and scholars when we can place books within easy reach and strengthen the

avenues to them with a good catalog and an informed reference staff. The university library is a research library—large, complex and difficult to use. Not only is it frustrating to the average undergraduate, but it is also superfluous. His major book needs can be adequately served by a good, open shelf, liberal arts college library. The separate undergraduate library has grown out of this assumption and out of the belief that most students are stimulated by direct access to books; and in several universities around the country, where student enrollment is large and general library space at a premium, separate collections have been created. Three southern universities have developed them or are in the process, but only the University of South Carolina has a separate building and it was opened last year.

Creation of units where specialized materials may be consulted is another evidence of the trend to provide better service for undergraduates and graduates. Documents afford an example. In almost every university government documents now are a separate unit or are serviced by specialists in the reference or social sciences department. Rare books is another. Most research libraries in 1960 have rare book collections housed separately, in quarters ranging from a closed-off section of the stacks to plush chambers rivaling those of the great and wealthy collectors of yester-year. These rooms serve for storage and for study.

Manuscript collecting on an intensive scale is relatively new in southern universities. Eight universities now maintain separate collections, ranging in size up to three to four million papers. While some of these collections may trace their origin to the 1920's or earlier, special quarters with well trained historians as curators did not come until the 1930's and 1940's. Ar-

chives, maps, microphotography, and newspapers represent additional special collections that also appear frequently nowadays as separate units. Audio-visual materials and facilities for listening and viewing increasingly are included in the library program, but the common practice still is for the audio-visual materials to be held in the departments that purchase them and that use them most. Around the country, and in three universities in this region, all of these special facilities—rare books, manuscripts, maps, etc.—have been brought together under what is known as the "special collections division."

The development of professional schools and the increase in research in the first half of this century has resulted in the creation of departmental libraries to bring specialized volumes closer to the laboratories and persons using them most. Administrators who like a tight ship have fought against such decentralization, maintaining that better staffing and better service can be provided in the main library. More recently on some campuses where construction of new buildings has provided the necessary space, the school and departmental collections have been restored to the general library. The advantages of a single collection, housed in one building, are obvious, but books and journals are assembled to be used, and should be shelved where they will be most useful. Three universities have fewer departmental libraries now than in 1938, but despite this consolidation, the trend still is in the direction of decentralization. Most of the universities have increased the number of departmental libraries, thirteen such collections having been established during the same period. This question will not be easily resolved; but new light can be thrown upon it after the new buildings with

the consolidated collections have operated for a few years.

Colleges and universities in our region in recent years have devoted to library operations extraordinarily large percentages of their total funds for education. The amount per student that should be spent annually depends upon a number of factors: the strength of the book collection; the number of students and faculty; methods of instruction; and the program of graduate study and research. Fifty dollars might be more adequate for one college than \$100.00 per student in another. A sampling of expenditures reveals the following:

Southern Colleges		
	1938	1958
High	\$41.00	\$67.00
Median	22.00	55.00
Low	5.00	25.00

Southern Universities		
	1938	1958
High	\$69.00	\$140.00
Median	27.00	85.00
Low	13.50	55.00

The 1958-59 figures for the Group IV colleges and Group I universities of the United States reporting in *College and Research Libraries* in January, 1960, were:

Group IV		
	1938	1958
High	\$163.14	
Median	33.90	
Low	8.32	

Group I		
	1938	1958
High	\$290.76	
Median	48.89	
Low	16.83	

The ratio of total library expenditures to total university expenditures for education is a still better index of the attitude of university administrators to libraries here in the Southeast. A comparison with the entire country is afforded below:

Southern Colleges		
	1938	1958
High	7	6.3
Median	4.5	4.4
Low	1	1.5

Southern Universities		
	1938	1958
High	8	7
Median	6	4.7
Low	2	3.8

Group IV		
	1938	1958
High		8.9
Median		4.4
Low		1.1

Group I		
	1938	1958
High		7.8
Median		3.7
Low		1.2

The new standards for college libraries recommend that the library receive five to seven per cent of the educational budget of the university. Libraries in this region, receiving a median of 4.4 per cent and an average of above four percent, rank favorably with college libraries elsewhere.\* A substantial percentage of the university libraries in the Group I tabulation in *College and Research Libraries* receiving above five per cent of the total educational budget are in the southern region of the United States.

All of these figures suggest that libraries are maintaining and improving their positions. The publicly supported institutions were the first to respond to the demand for increased support to combat inflation, but the private colleges and universities now are making reasonably adequate adjustments. The universities, of course, have greatly expanded their overall activities since the war, and the small decrease in the percentage the library receives—from a median of six to a median of 4.7—probably is not as serious as the figures suggest.

Southern research libraries have recognized, too, that there is a limit to what can be accomplished by a

\*It should be remembered that the figures used throughout are restricted to those of colleges and universities that replied to an inquiry sent out during the summer. All of the institutions granting doctorates were invited to submit information and all replied. Of the sampling of forty colleges that received the inquiry, twenty replied.

single library and that no institution can be self-sufficient in this last half of the twentieth century. Individually and collectively, these institutions have pioneered cooperative efforts designed to exploit existing resources and decreased unnecessary duplication. The future holds prospects for greater progress in cooperation and the South may provide the laboratory for testing ideas and methods yet untried.

Faculty status for the library staff is advocated and defended by many contributors to our professional journals today. The spotty information that is my source reveals that in southern colleges at least one person on most library staffs (10 out of 16) held faculty rank in 1938—fifteen persons were accorded such rank. In 1958 only one library reported no staff members with faculty rank; the number holding faculty status had increased to 51½. In a few instances, all of the professional members held faculty rank. Amongst the universities, the number of staff with rank still ranges from one to five, and these include the librarian, the associate and/or assistant librarian, curators of special collections and others who qualify by virtue of specialized positions or academic subject training equivalent to that of the teaching staff. In a few university libraries, all professional staff members now have faculty rank. These figures have not been projected against the national picture, but the accrediting standards of regional pro-

fessional associations have been examined. Most of them say nothing, or recommend that "at least one on each library staff shall have faculty status." However, in the South, the Southern Association of Colleges and Secondary Schools says that *all* members of the library staff should "be well qualified academically and should have faculty rank . . . ."

To summarize: southern libraries are receiving better support; are getting new and modern buildings; they have staffs that are better prepared; and their librarians are trying out new ideas. The library has been recognized as indispensable to quality education and research, and in the excellent climate that prevails should make even greater progress in the next two decades.

### *The Effective Administrator*

(Continued from page 221)

those dangers you see afar off. You fancy they are armies; they are only trees in the distance, and while you are gazing at them you may make some false steps . . . Do not be disconcerted by the fits of vexation and uneasiness which are sometimes produced by the multiplicity of your worries. No indeed, dearest child, all these are but opportunities of strengthening yourself in the loving forbearing graces which our Lord sets before us . . . Make friends with your trials, as though you were always to live together."<sup>5</sup>

5. *Wise and Loving Counsels*. New York, Paulist Press, n. d.

# *Shortening Process: Centralized Cataloging and Processing Saves Time and Money\**

By M. BERNICE WIESE

## **CATALOGING NEEDS IN BALTIMORE IN 1956<sup>1</sup>**

The Baltimore Public Schools recognized the problem of cataloging and processing books in school libraries shortly after the School Library Department was established in 1946. However, it took time to locate first a cataloger, then space, and finally provide equipment. Prior to engaging the cataloger the School Library Department presented various aspects of this problem to the Budget Director for consideration:

174—schools  
156,900—enrollment  
74—schools served by 54 librarians  
100—schools had no librarians  
40—secondary schools  
134—elementary schools

Some of the elementary librarians served two schools and some of the elementary schools had no central library space available. No schools had more than one librarian. No school had library clerks. Baltimore has one junior college, but this library had not been included in centralization plans at this time for various reasons. In analyzing the situation ten needs required consideration.

1) *Delays.* Students and teachers should have access to new materials with minimum delays. A time lapse of four months from the time the book

\*Talk given at the Regional Group of Catalogers, Thursday, October 18, 1960. Miss Wiese is Director of Library Services, Baltimore Public Schools.

<sup>1</sup> 1956 Statistics will be used, since this was the year the Central Cataloging Department began operating.

is ordered until it reaches the shelf was set as a goal.

2) *Clerical assistance.* Librarians needed clerical assistance with cataloging and processing books to make books available quickly in order to give more professional service to teachers and students. Pooling clerical help for cataloging and processing was considered expedient in such a large system, because it would provide help faster for all librarians and for more schools than it would be possible to obtain funds for clerks in each library.

3) *Efficient cataloging and processing for schools without librarians.* Schools with centralized libraries and without librarians needed book collections efficiently processed and cataloged with author, title, subject, and shelf list cards. The local duplication of catalog cards would reduce training time spent with parent and teacher volunteers.

4) *Simpler classification numbers.* Elementary schools require simpler classification numbers than secondary schools. Librarians agreed that the Dewey Decimal Classification System could be modified in some areas so younger children could use the catalog and locate books easily.

5) *Subject heading adapted to school curriculum.* School curriculums and comprehension levels should be considered in the use of subject headings, especially on the elementary level. For example, "Colonial Life" is more useful in elementary schools

than "U. S. History—Colonial Period."

6) *Continuity, uniformity, and consistency.* All school library book collections and catalogs should use the same classification numbers and subject headings as far as possible in order to promote system-wide efficiency as well as familiarity for students, teachers, and librarians moving from one school to another. For example, some librarians had been using "B" for biography, and some had been using 921; some librarians had been using "F" with the author's initial for fiction, some had been using "F" only, and some used no designation on either the book or the catalog card. To avoid student confusion, it was agreed that all libraries should use the symbol "F" and the author's letter on both book and catalog cards and that all should use 921 for individual biography.

7) *Up-to-dateness.* Lack of clerical assistance had prevented some librarians from keeping the card catalog up-to-date with cards for the newest books added to the book collection and from withdrawing cards for discarded and missing books. Therefore, these catalogs could not serve as an accurate index to the collections and would not assist users to obtain information satisfactorily.

8) *New school collections.* The basic book collections for new schools were becoming too numerous to organize without additional professional and clerical staff and without long delays. This meant that new school libraries were not available for use within a reasonable length of time after the school opened. It was desirable to have the library organization completed and ready for service on the opening day of school.

9) *Inexperienced personnel.* Libra-

rians with cataloging weaknesses required special central office assistance and checking to guarantee good cataloging.

10) *Quality cataloging for all schools.* If good library service was to be offered in all schools, one of the important elements of the service should make available good cataloging and appropriate classifications for all library books.

These ten aspects of library cataloging and processing are common to all library systems with multiple libraries.

It was obvious that centralization was the answer to the existing problems from many points of view. It was recognized that a team of trained clerks, a trained cataloger, and the use of machines for quantity work operating in one place could perform the same tasks for a number of librarians at a smaller salary cost than supplying a clerk to each of the fifty-four librarians in the seventy-four schools with librarians. With central service it would be possible to help schools without librarians and it would also be possible to provide more complete, more uniform, and more correct cataloging and processing for more schools.

When the recommendation for a Central Cataloging Section of the School Library Department was proposed to the Deputy Superintendent, who was also the Budget Director, in 1950, the idea was accepted as feasible. Lack of space postponed carrying out the recommendation for several years and then difficulties in finding a trained cataloger with experience in centralized cataloging for school libraries had to be abandoned. Catalogers with the combined experiences are as rare as the dodo. Finally a cataloger, who did have all the qualifications except the last one mentioned

was procured and the project was initiated in September, 1955.

#### PREPLANNING, 1955-1956

When the energetic, enthusiastic, experienced, and trained cataloger was secured the first step was to provide opportunities for her to study the local situation and to formulate plans for meeting the overall needs stressed in the ten points described above. Also, it was essential that the school library supervisor learn more about the operation of a central system. During this first year the cataloger and supervisor 1) surveyed the existing procedures and cataloging needs in the Baltimore school libraries; 2) read articles on the subject; 3) visited cataloging departments in nearby public and government libraries; 4) gathered information from other school systems through questionnaires, reports, visits, etc.; 5) explored the advantages and disadvantages of various types of equipment; 6) tried out several techniques, procedures, and mechanical equipment such as the Cardmaster, Print-o-matic, etc.; and 7) formulated plans for operation with a committee of librarians.

After the year of study it was decided that the centralized service would be developed in three or four stages to allow try-out time for techniques without affecting all schools, to develop one type of service efficiently before including variations, and to allow time for librarians to make some desirable changes in catalogs for the sake of uniformity. One classification change accepted by all librarians was the adoption of 821 and 821.08 for all books of poetry.

#### FIRST STAGE OF OPERATION

SEPTEMBER, 1956 — JANUARY, 1957

Acquisition of adequate quarters, supplies, clerical personnel, and equipment were delayed, so the beginning

stages were hampered and had to be limited to preparing catalog cards and duplicating them with the Cardmaster for ten senior high schools, one junior high school, and one new junior high school's basic collection. The senior high schools were selected for service first, because lack of clerical assistance and large enrollments left little time for work with students. It would have been easier to have started with the elementary schools, where quantity ordering from the basic list would have made it possible to handle the same title in quantity for processing and cataloging.

The accomplishments during the first stage may not have been spectacular, but they were the first concrete results. Cataloging relief was a reality. The librarians were overjoyed. Catalog cards, book cards, and book pockets were prepared for 4,500 books for one new junior high school and the library was open for service November 1, an earlier date than was possible for new schools previously. One junior-senior high school moved into new facilities with 4,000 new books added to its collection completely cataloged and processed.

#### SECOND STAGE OF OPERATION

FEBRUARY, 1957 — FEBRUARY, 1958

Moving time and the second stage of operation came at the same time. The second move provided more space, but proved to be inconvenient for the warehouse delivery trucks to distribute books to the school.

This second stage of development extended cataloging and processing service to all secondary schools by adding seventeen junior high schools. In addition it was possible to duplicate and supply catalog cards for the same titles on some elementary library orders.

A collection of 5,000 books for a new senior high school was completely cataloged and processed and ready for use during the early part of September. This was real progress in presenting graphic evidence that centralized processing was valuable as a time saver.

#### THIRD STAGE OF OPERATION

MARCH, 1958 — AUGUST, 1959

After a year and a half the department was ready to include service to the elementary schools. These schools were classified in four categories for cataloging purposes: Category 1, schools with librarians; Category 2, schools without librarians, but with central libraries; Category 3, new schools; and Category 4, schools lacking adequate central library space.

All elementary schools order books from a basic list of 2,000 titles, which is revised each year with the addition of 150-175 new titles and the omission of out-of-print and out-of-date titles. Junior high schools may use the list for part of their book orders. Since these orders are tabulated on the IBM machines by the Accounting Department and purchased in quantity, it is possible to catalog and process them in quantity before distributing them to the schools. Books ordered for schools in Category 4 will not be cataloged or processed, since they are housed in classrooms. Also, it did not seem feasible to begin handling the books for schools in Category 2 until the library collections could be checked and cataloged. This meant that the IBM cards for the basic book orders would have to be coded in order to separate books to be cataloged, from those to be sent direct to schools without cataloging.

First, it was necessary to prepare masters for card duplication for the 2,000 titles on the basic list. This list contains the classification numbers, so

it was necessary to check the titles to determine appropriate subject headings to meet curriculum needs and to modify and change classification numbers in accordance with system-wide uniformity and to satisfy school needs.

In addition to ordering books from the basic list, elementary librarians can compile individual book orders from approved lists. These orders are processed and cataloged in the same way as individual orders for the secondary schools.

Processing and cataloging books for new elementary schools in Category 3 are routine tasks. Approximately 2,000 to 3,000 books are ordered for these new schools on the basic list.

This third stage of operation extended complete cataloging and processing service to fifty-two elementary schools, to seven new elementary schools, and to a new junior high school with a basic collection of 4,500 books. The collections of eight more new elementary schools opening at the beginning of this stage were cataloged, but had to be processed by volunteer parents in the schools. The number of schools served by August, 1959, totaled 117.

#### FOURTH STAGE OF OPERATION

SEPTEMBER, 1959 — AUGUST, 1960

By September, 1959, the organization was completely established, methods of operation developed, and the cataloging team was ready to provide service for schools in Category 2, those schools with central libraries, but without librarians. Most of these were elementary schools. During stage three a few of these schools were provided with catalog cards, if they had parent or teacher committees revising the book collection. All of the schools in this category will be included in the service as rapidly as the school library specialists and the director of library

services can carry out plans for revising the existing collections.

The latest report for August, 1960, showed that 129 schools out of a total of 188 schools are being centrally processed. Of the 59 schools not included in this service approximately thirty schools will not be added, since they lack space for a central library. In time the Central Cataloging Department will handle all but these thirty schools, plus all new schools to be opened. By 1965 the total may be 170 libraries served out of a total 200 schools.

#### FIFTH STAGE OF OPERATION SEPTEMBER, 1960

Our experience during the past four years has revealed an additional service that should be added. In the early planning stages it was recommended that the cataloger should visit schools to keep informed on individual cataloging problems. Time has not permitted these visits, except for some very special problems. It is most important that catalogs be kept up-to-date and that new cards be filed promptly.

In September, 1960, a cataloging assistant was added to visit schools to check catalogs for continuity, uniformity, and up-to-dateness.

#### QUARTERS

A centralized cataloging center requires staff, housing, equipment, and supplies. By now all of these have been acquired, but it will be necessary to increase all of them as the school system grows. As our cataloger points out, the department seems to be nomadic, since it has moved three times. The present quarters should be permanent. These consist of 1,075 square feet located in the central warehouse in one room on the second floor next to the Accounting Department. This

building is about fifteen blocks away from the Administration Building, where the Bureau of School Libraries is located. The space has been remodeled with fluorescent lighting, air conditioning, asphalt floor covering, kitchen cabinet sink with running water, and electrical outlets for machines. As growth demands expansion, there is space adjacent for this purpose. Some expansion will be necessary within two or three years.

Shelving has been provided on all available wall space to house 3,000 books at one time. Additional storage space is available in the warehouse, so that books can be sent to the cataloging department, when completed books are sent on to the schools. Janitorial service and handling of heavy cartons can be done by the warehouse staff, which eliminates the necessity for hiring personnel for these tasks. This location also expedites distribution of books to individual schools. As soon as books are completed, either partial or whole school orders, they can be transferred to the school distribution bins and taken by the trucks on scheduled routes to the schools. Therefore no additional trucks or personnel are required for delivery.

The cost of remodeling was absorbed by the Business Department and figures have not been made available to us.

#### EQUIPMENT

It was decided after careful study that it would be economical to buy duplicating equipment and to make our own cards, rather than purchase printed cards from the H. W. Wilson Company or the Library of Congress. A Multilith Model #80 was given to the School Library Department. This model required \$236.00 worth of attachments to adapt it for card duplication. Learning how to operate this ma-

chine has pointed out its advantages and disadvantages. So far there seems to be no machine that duplicates cards with complete satisfaction, though some think the Multilith Model #1250 does a good job and others prefer an Addressograph. Machines are expensive. Model #80 with attachments costs approximately \$1,300 and Model #1250 over \$2,000. The cataloger has learned everything about the machine for card duplication and has trained two clerks in operating the machines, but they are not as efficient as the work requires. Someone needs to oversee the work constantly, so that clogging, inking, or stoppage do not cause major damage. Smaller systems may find that a hand operated Cardmaster selling for about \$40.00 will duplicate cards in sufficient quantity for their use, or it may be just as economical to purchase printed cards.

The total cost of the equipment was \$4,315, which includes the estimated cost for the free equipment. An electric pasting machine for \$122.00 has been most efficient. An electric typewriter is a necessity too. If money is available, the Vari-typewriter will make cards more professional looking, but this is a luxury which has more esthetic than use value. The purchase of an embossing machine for lettering books has been postponed until some current explorations for less expensive equipment have been completed and a comparative time study proves that such a machine is quicker than hand lettering.

#### SUPPLIES

The amount of supplies needed was estimated on the quantity of books that would be handled in one year. For economic reasons surplus stock in the schools was used to begin operations. At first we purchased large size, 8½" x 14", master stencils and

had them cut to the required card size by the vocational high school, but now we obtain most of the masters from government surplus. From September, 1955, through December, 1960, we have spent \$8,936 for supplies and now have an adequate basic stock. This cost would be higher, if it were not possible to obtain a few items from government surplus.

#### STAFF

The original organizational plan requested one cataloger, one typist, and four clerks, one of whom was a male for the heavy work. For beginning operations in 1956 one cataloger, one typist, and two clerks were supplied. The volume of business in 1960 indicates that a third clerk is essential and that this clerk must be able to operate the Multilith machine. The cataloger has requested that additional clerical help be added during the peak summer months, but this has not been possible up to now.

One addition was made to the staff this September in order to provide the help for school catalogs mentioned above. This position was created to assist the cataloger both in the office and in the schools. With training and experience the cataloging assistant can be expected to do some semi-professional cataloging tasks and supervise the clerks when the cataloger is on vacation.

#### VOLUME OF WORK PER MONTH AND YEAR

Originally, plans called for handling 7,000 books per month. During the first two years, turn-over in personnel, delays in obtaining duplicating equipment, and moving caused delays in operating on a full scale. Monthly statistics from 1956 through August, 1960, show a wide variation, which reflects the timing of book orders and reduction of staff for vacation and

other reasons. The peak month was October, 1958, when 9,660 books were processed. This has just been surpassed in September, 1960, with 10,000 books processed. There are two months on record when no books were processed, though the staff was busy preparing cards for new school orders and making sets of cards for catalog revisions. By August, 1960, a total of 116,763 books had been cataloged and processed, an average of 2,400 books per month.

The number of books processed does not describe the whole operation. It has been mentioned that in the early stages nine new schools received cards, but the processing had to be done in the schools. Another statistic that has not been kept is the number of sets of cards sent to schools requesting cards for books ordered from fines, PTA funds, gifts, etc. No record was kept of sets of cards sent to schools revising catalogs. Beginning in September, 1960, statistics for these services will be kept.

For more accurate reporting of services a rough estimate has been made of the sets of cards that have been supplied to the schools on request. This estimate of 30,000 sets of cards added to 116,763 books processed makes a total of 146,763, the figure that will be used for time and cost studies. For people interested in statistics the records show that 229,082 sets of cards were made, 18,263 sets of masters were typed, 45,017<sup>2</sup> titles required individual cataloging. To avoid delays as much as possible, precataloging is done for many books and extra sets of cards are filed to fill future requests.

Though it is impossible to avoid a large volume of work for the summer

2. There is some duplication in the statistics kept of titles for which masters are made and of titles individually cataloged, so there is no accurate record of the total number of different titles cataloged in the four years.

months, since the bulk orders on the elementary basic lists are delivered during those months, it is planned to work out some plan to spread some of the secondary orders from March through June. Every effort will be made to process books for new secondary schools from October through February, but this is not always possible. If these plans can be put into practice the work load should be spread more evenly.

#### TIME AND COST STUDIES

Records of many phases of the operation have been kept in order to prepare a five-year time and cost study of the service and its values. The figures given here are not final and really do not reveal the exact cost per book or the exact amount of time spent on each book. The comparison of time and cost of cataloging and processing by librarians with those of the centralized service should be useful in evaluating this service for the Baltimore Public Schools. Other systems may find these statistics valuable in considering centralization for their schools.

Librarians were asked to make a time study of cataloging and processing twenty-five books using Wilson catalog cards and twenty-five books typing all catalog cards. In this study the librarian's time was estimated at \$3.72 per hour or \$.062 per minute based on an annual salary of \$6,000. The cost of supplies with Wilson cards was estimated at eleven cents per book and with typed cards at three cents per book. Since there was no way of selecting the books cataloged by the librarians, the study may not have been as accurate in timing as it should be. This study indicated that librarians spent from eleven to twenty minutes cataloging and processing each book using Wilson printed cards or thirteen

to twenty-nine minutes per book typing cards. The cataloging and processing costs per book ranged from \$0.79 to \$1.35 using Wilson cards and from \$0.84 to \$1.83 using typed cards.

The total costs for salaries, equipment, and supplies for the Central Cataloging Department for four years has been \$82,000.00. Counting the total number of books processed as 146,763, the cost per book is \$0.564. The Dade County (Florida) study gives the librarian's cost per book as \$1.25 and the processing center's cost as \$0.69. After several years of operation Dade County reports that the center's costs are probably down to \$0.55 per book. The report from the Southwest Missouri Library Service for one regional center gives \$0.56 as the cost per volume. Baltimore's study seems to be similar to these studies. The time study for processing and cataloging each book averages twelve minutes for the centralized service, but the time figures used do not separate the additional services rendered by the staff, such as filing cards for new schools, consultant service, locating sets of cards, etc.

#### WHAT DOES THE SERVICE INCLUDE?

Books are sent directly from the book jobber to the Central Cataloging Department. Books are checked with the orders, catalog cards made, book pockets and date slips pasted in the back, classification numbers printed on the title page, and the spine of the book; then they are packed in cartons to be sent to the schools. The librarian is responsible for filing the catalog cards, attaching Plasti-Kleer jacket covers, and shelving the books. It is also the librarian's responsibility to note the copy number on the shelf list card for duplicate books.

Precataloging aids in expediting book deliveries and also provides extra

sets of cards to meet school requests for books acquired through other sources. Wilson cards are purchased and used whenever such use seems expedient. Library of Congress cards are being used to catalog the Professional Library in the Administration Building, but not for schools.

No attempt has been made to develop a union shelf list for all the books in all the libraries. Since 1957, holding cards have been used to keep records of titles purchased since that date. This system provides a check on duplicates.

As far as possible an assembly line procedure is followed and every effort is made to limit the number of times a book is handled. Step by step directions for handling all tasks have been developed to speed the work and reduce errors.

Accession numbers are no longer used because the majority of the librarians agreed that copy numbers were sufficient identification.

The cataloger and the director of library services discuss problems, progress, and recommendations as often as necessary to gear the cataloging service to school needs and to administer an efficient organization. The cataloger meets with the Cataloging Advisory Committee, when it is necessary. Currently, the committee is considering the adoption of the policy to use the name listed on the title page for all books. This is being done now for most elementary titles.

#### ADVANTAGES AND DISADVANTAGES

After four years the librarians continue to be enthusiastic and consider the cataloger the most popular member of the library staff. Principals, teachers, and even parents are in favor of centralization of these routines. The advantages outweigh the disadvantages. The advantages are that cen-

tralization: 1) provides quality cataloging; 2) guarantees uniformity and consistency in classification and subject headings and allows for adapting these to needs of the school; 3) provides more accurate and more complete cataloging and indexing of book collections for more schools in the system, including those without librarians; 4) eliminates problems created by inexperienced personnel, change of librarians, etc.; 5) allows more time for library service to students and teachers by relieving the librarian from these routines; 6) puts book on shelves sooner and makes them accessible for student and teacher use faster; 7) makes the classification of the book collection and the card catalog more familiar to students, teachers, and librarians moving from one school to another; 8) is more economical than hiring clerks for all libraries to do the same job; 9) saves storage space in school libraries, since there is less need for large supplies of catalog cards, etc.; 10) speeds up preparation of basic collections for new schools; 11) improves morale of librarians, since it relieves some of the clerical burden; and 12) makes it possible to keep more catalogs up-to-date.

The disadvantages are: 1) librarians may not take time to examine new books and not be as well acquainted with the contents as they were when they had to catalog them; 2) some librarians want to classify some books differently or provide different subject headings; and 3) in some cases librarians may claim that books do not get on the shelves as fast, but this does not seem to be valid according to past experience.

None of these disadvantages are serious and they can be minimized in two ways. An Advisory Committee discusses policies for classification and subject headings with the cataloger to allow for flexibility and for essen-

tial changes. Also, the committee helps to promote acceptance of some necessary phases of uniformity. If there are good reasons for a school to make some changes, such as classification numbers for the technical high school, these changes are usually permitted.

#### GENERAL SUGGESTIONS FOR OTHER SYSTEMS

Each school system has its own procedures for book ordering and business routines. It is recommended that each system devote time to careful study of its own needs before establishing a cataloging division. Other suggestions for consideration are:

1) Should your system purchase printed cards from the H. W. Wilson Company or prepare its own catalog cards? Duplicating equipment is expensive. Operating any of these machines is more complicated than it appears. Trained operators are difficult to find and there will be a rapid turnover unless an attractive salary is provided. The larger the system the less expensive it will be to prepare your own cards. Some schools may wish to explore a new service offered by the Alanar Book Processing Corporation.

2) The Cardmaster, a hand-operated card duplicator, will answer some needs on a smaller scale for duplicating book cards, book pockets, and catalog cards. DO NOT TYPE CARDS individually as this is expensive and will require a larger clerical staff.

3) A basic financial budget should be provided to initiate the project. Budget is needed for equipment, supplies, and personnel.

4) Sufficient clerical help should be provided to assist the professional cataloger. It is not economical to require the cataloger or the library supervisor to perform clerical routines. It is valuable to analyze the tasks to be performed and plan to engage the

type of staff that can do the job both efficiently and economically.

5) A smoother beginning can be developed if centralized cataloging starts with quantity ordering. Individual cataloging was necessary in the Baltimore schools because of the need to relieve secondary librarians.

6) Any system with ten or more school libraries will find it both economical and efficient to centralize cataloging and book processing. Many parts of these operations are routines that clerks can perform under trained supervision. Librarians can use the time saved to engage in professional library services to students and teachers.

7) Further exploration should be made of the feasibility of developing cooperative or contract service with two or more school systems, counties, and regions.

#### CONCLUSION

Now that we in Baltimore have learned how to handle the quantities of books economically, we believe that students are benefiting in many ways. This was the major aim. We have not solved all the problems of centralized cataloging and processing for our school libraries, but we can continue to improve procedures and operation. In time some machine may be invented to do all the work for us.

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## Full Reward

(Continued from page 226)

too shy to tell you about herself. We are very grateful to you, for we feel that if it had not been for *Johnny Texas* we might not have our little girl with us today." She went on to explain that the child had been very ill but had passed the crisis. She should have been getting well, but she wasn't. She lay in the hospital, listless and apathetic, somehow lacking the will to live. Friends brought her all sorts of toys and get-well presents, among which was a copy of *Johnny Texas*. Not at all hopeful that this book would arouse the little girl's interest any more than her other gifts, the mother began to read it aloud. Before she had read many pages, she

could tell the child was really listening. When she stopped, the little girl asked for more. In a few minutes, for the first time, she said she was hungry. As the days passed and the mother continued to read the story to her, only a little at a time so as not to tire her, she chattered happily about *Johnny Texas* and his adventures. Her zest for life returned. "We feel that your book brought her back to us," the mother said. "We shall always be grateful."

Experiences such as these are deeply moving and very humbling. For all the time and effort I spent in writing *Johnny Texas* any one of them would be full reward.

## *Libraries and Ideas\**

By WILLIAM D. SNIDER

Harry Ashmore tells the story about the men who acquired a reputation for training mules with honeyed words and kindness. Hearing about his achievements the Society for the Prevention of Cruelty to Animals sent a lady emissary to present the mule-trainer with a medal.

Upon arriving she asked for a demonstration. The trainer obligingly trotted out a young mule, reached for a long two-by-four and clouted the beast over the head. As the mule struggled back to his feet the lady exclaimed in horror: "Good heavens, man, I thought you trained these animals with kindness."

"I do, ma'am," he replied, "but first I got to git the critter's attention."

Today many are wondering how to get the attention of 180,000,000 Americans—even when the battlefields of the cold war have moved from the Middle East to the Congo, from West Berlin to Cuba. And even when the Soviet Union has plainly announced its intention of "burying" us and Mr. Khruschev is boring us to death on the East River.

You may wonder, as librarians, "how to get the critter's attention." And by that I mean your patrons, the people in your own communities who ought to realize, even if they don't, that the library should be, but often isn't, "the university of the people," the repository of the last best hopes

\*Address delivered at the meeting of the Public Library Section, Thursday, October 13, 1960. Mr. Snider is Associate Editor of the *Greensboro Daily News* and Chairman of the State-Wide Advisory Committee, North Carolina Library-Community Project.

of our heritage and a vital classroom or the civilizing process.

I come to you this morning, as a library trustee and a newspaper editor, with only one message: In the battle to get the critter's attention, the library ought to be the community's principal battleground of ideas.

I know that it isn't.

I know that most librarians are hidden in some remote corner of town. I know that their trustees are persuaded by market place generals that the library is a superficial extra-curricular activity, easily dispensable and not worthy of first-class support.

I am here to tell you that libraries, even if the management of some of them deserves such treatment, ought not to tolerate it. How many businessmen in your own community, for example, have told you in a somewhat condescending tone that providing new and better library facilities is simply a "waste of money" because nobody uses public libraries any more?

I know at least one topflight corporate executive in Greensboro (and thank goodness he is not typical) who says that. Because Greensboro for so many years has not had a topflight library he is among those poor souls who can't imagine what good library service might be.

My point is that the champions of public libraries ought not to let the Know-Nothings shunt them off in some ivory tower or, worse than that, some moss-covered byway of the community. The public library can be the community's central clearing house for community leadership.

And I want to tell you how.

I have one suggestion to offer, based on practical experience and firsthand knowledge. Let me tell you about it.

Two years ago North Carolina became the last of eight states to participate in a grant from the Ford Foundation's Fund for Adult Education. This grant came through the American Library Association, and under its sponsorship. It was called the Library-Community Project and its purposes lay in the field we are discussing this morning: How to get the critter's attention. It encouraged libraries and their communities to do a little self-examination about some of their own problems.

Since this project was in the hands of intelligent folks—and by that I mean the A.L.A. people—there was no business of trying to superimpose on any state or community an outsider's ideas. A.L.A. had enough sense to understand that the impetus for the program, the initiative, had to come from within. For that reason the Library-Community Project has worked out differently in all of the eight states.

In North Carolina our pilot study was anchored in the bustling small city of Fayetteville, adjacent to the gigantic Fort Bragg military base. Working through the North Carolina State Library, the Cumberland County Library of Fayetteville made a request for a Library-Community Project grant and got it. At the same time the State Library set up a state-wide advisory committee to watch the Fayetteville experiment and see whether any of its experience could be extended to other state libraries.

Well, what happened?

The other night in Fayetteville I learned.

The Cumberland Library trustees did two things. They started a self-

examination of the library's services, or lack of services, to the community. They appointed a citizen's committee to study the city and county.

Now self-studies can be inept and even brutal in the hands of amateurs. But these studies opened the eyes of the library and the community.

They showed, of example, that the basic problem of Cumberland County is a low educational level. With 45 per cent of the population having only an eighth grade education or less, and 2.8 per cent being illiterate, all the other problems found in Cumberland were inevitable.

Nowhere was there any indication that anyone was meeting such problems as a high crime rate, juvenile delinquency, low incomes, and health problems—except the United Service Organization which conducted classes in English for the foreign born, an infinitesimal group in the population. The school adult education program served a total of only 80 people last year; fewer than 8 per cent of library users are in the low education group. The community sample survey (conducted through the help of the University of North Carolina) found that this group is least likely to use the library, to take a course, to participate in a study group, or attend organizational meetings.

Fayetteville's power structure was shocked at this manifestation of indifference to civic responsibility. For years its leaders had known that the presence of a military base close by had accentuated community problems, but even its knowledgeable citizens were unaware of the scope of the problem.

The chairman of the library's board of trustees, a citizen of veteran experience in community affairs, participated in the sample survey. "I thought I knew the part of town I

chose to study," she confessed. "I found out that I didn't."

One of the high officials of the community, brought into the study, admitted that he had always thought the library was "only a place to go and check out a book." He was amazed to see dozens of community leaders pitch in on the self-study. Eventually some 500 citizens in the community were touched in one way or another. This official was also surprised to find that a library can be the focal point for arousing civic concern, for alerting a community to its responsibilities. He found, too, that a library is the storage place for the wisdom of the world.

Cumberland County, in brief, discovered that it was a county in which one-half of the population had no idea what the other half was doing—and cared less.

Now, I do not mean to imply that Cumberland's problems are especially unique. But I do mean to intimate that without this dynamic library leadership—working through the A.L.A. foundation grant—the community would not have known about its dilemma, much less what to do about it.

This experience in the educational process is not finished. It is poised in mid-flight. The self-examination is finished. Now Cumberland must decide what to do about what it knows.

That is the next step.

I do not know whether Cumberland will follow through on its Library-Community self-analysis. Some communities have in the eight states. Others have not. But I am making the point that even the self-analysis itself is worth while—without follow-up action.

"This survey permeates all our thinking," says Mrs. Dorothy Shue, Cumberland County librarian. "It

has changed our attitude. We know now that we are not reaching the more poorly educated people in our community. We need to improve our book collection. We need more extension work. We need to touch these people more. I think we can."

And one of the members of Cumberland's community study committee, a wise citizen herself, commented: "The well-educated group was astounded that so many of these problems existed and were not being met. This was a rich experience."

So the Library-Community Project in its pilot study for North Carolina at least has succeeded in getting the critter's attention. Cumberland knows its has problems. And also—certainly for the first time—it is looking to its public library as the fountainhead of community action. To paraphrase Veblen's famous statement, the library is no longer a place for the "leisure of the theory class." It is no ivory tower for long-hairs and quaint old ladies. It is the center of community dynamics.

That is the message I bring you today.

Gerald Johnson, the wise Baltimore philosopher, put it correctly when he said:

Our need is for a clearer and keener perception of the nature and magnitude of the problems on which our men and women of voting age must pass judgment. We cannot become a nation of philosophers. But we can become a nation aware of the existence of philosophy and respectful of its findings. Indeed, we face the grim necessity of becoming just that, or of failing in our great task of world leadership.

This implies the necessity of making access to the truth easy and rapid for everyone who seeks it. For the overwhelming majority the quickest and easiest access to the world's best thought is through the public library. To

(Continued on page 276)

## *Analysis of the Writings on American History\**

By CLARA MAE BROWN

The *Writings on American History* has been chosen for qualitative analysis in this discussion on the state of indexing and abstracting in the field of history because of its outstanding contribution to reference work and because, from the reference standpoint at least, it is most desirable that the lag in its publication be reduced (it is now almost seven years behind).

Any qualitative analysis of reference tools is difficult because of the factor of judgment involved, but this is particularly true in the case of the *Writings*; for as soon as one attempts an evaluation of historical materials he is confronted with the much-debated and ever-present question, "What is history?" Historians themselves seem unable to settle the question, and the *Encyclopedia of the Social Sciences* frankly states that "there is no branch of knowledge which in the course of intellectual evolution has exhibited more varied modalities and answered to more contradictory conceptions than has history. There is none which has had and continues to have more difficulty in discovering its definitive status." Even a list of some of the meanings of history given in an unabridged dictionary is sufficient to indicate the broad area to be covered and some of the difficulties in interpretation. For instance, the *Oxford English Dictionary* says history is, "1) a relation of incidents; a narrative, tale, story; 2) a written narrative constituting a continuous methodical record, in order of time,

of important public events, esp. those connected with a particular country, people, individuals, etc.; 3) that branch of knowledge which deals with past events as recorded in writings or otherwise ascertained; the formal record of the past, especially of human affairs or actions; the study of the formation and growth of communities and nations; 4) the whole train of events connected with a particular country, society, person, thing, etc., and forming the subject of his or its history." A broad interpretation of even the last of these meanings could include much of what is written outside the field of fiction. Add to this the aim of the *Writings* as stated in the Preface, "to cite every book and article published during (any year) that has considerable value for study and research pertaining to the history of the United States from primitive times to the end of 1947" and some of the problems of the compiler of such a bibliography are apparent.

Nevertheless, it has seemed worthwhile to take a closer look at the *Writings* in an effort to determine what suggestions for improvement are possible. The volume for 1952 (the last received at the time the study began) was chosen for the detailed analysis.

A statistical survey of the sources of the serial articles cited in this volume revealed several interesting facts. In the first place it showed that the articles cited in 1952 were taken from 814 distinct serial titles but that this number did not necessarily represent the number of titles consulted, for comparison with other volumes in

\*Report made at the meeting of the Reference Librarians Section on October 14, 1960. Miss Brown is Reference Librarian, Joint University Libraries.

dicated that the list is not fixed, but that both the number indexed and the titles included vary from year to year. This is consistent with the aim to cite "every article that has any considerable value for study and research" but it necessitates a great deal of searching which yields few results.

Furthermore the survey revealed that of the 814 titles indexed, 140 furnished only one article for the bibliography, 92 furnished two, 81 furnished three, and 59 furnished four. Thus 372, or close to one-half of the titles indexed yielded less than five articles each.

In the next place an examination of the specific titles in the list of sources cited bore out the impression gained from reading the table of contents; namely, that a very broad interpretation of history had been used in the selection of sources which included such titles as *American Bee Journal*, *American Horologist and Jeweler*, *American Journal of Orthodontics*, *The Cattleman*, *Journal of Home Economics*, *Journal of Wildlife Management*, *Mechanical Engineering*, *Modern Packaging*, *Speech Monographs*, *The Western Horseman*, and many other similar titles. Further examination showed also that much emphasis was placed on the history of subjects, such as medicine, recreation, hobbies, etc., as well as on the history of events. This is evident from an examination of the titles from which more than 25 articles each were derived. There were 136 citations from *Dissertation Abstracts*, 54 from *American Heritage*, 48 each from *Daughters of the American Revolution Magazine* and *The Western Horseman*, 45 each from *The U. S. Naval Institute Proceedings*, 43 each from the *Railroad Magazine* and the three editions of *The Westerners Brand Book*, 41 from *Antiques*, 39 from *American Litera-*

*ture*, 36 each from the *Nautical Research Journal* and the *Virginia Cavalcade*, 34 each from the *Lincoln Herald* and the *Chronicles of Oklahoma*, 32 each from the *Frontier Times* and the *Virginia Magazine of History and Biography*, 30 each from *Speech Monographs* and the *University of North Carolina Research in Progress*, 29 each from the *American Historical Magazine*, *Autograph Collectors Journal*, *New England Journal of Medicine*, *University of Wisconsin Summaries of Doctoral Dissertations* and *Wisconsin Magazine of History*, 28 each from the *Georgia Review*, *Montana Magazine of History*, and *New England Quarterly*, 26 each from the *American Medical Women's Association Journal*, *Annals of Iowa*, *Antiques Journal*, *Vermont Quarterly*, and *Westways*, 26 each from the *American Journal of Obstetrics and Gynecology*, *Desert Magazine*, *Hobbies*, *New Mexico Magazine*, *New York History*, and *Numismatist*, 25 each from *Heart Throbs of the West* and *Journal of Forestry*. At least 14 of these 38 titles fall in the group of publications that would deal with the history of subjects. An added illustration of this point is the fact that the list of serial sources cited includes 82 legal journals and 55 medical journals, to mention only two of the largest groups of subject publications. Furthermore, the list includes not only *Dissertation Abstracts*, which covers the majority of graduate schools, but also separate lists and abstracts of theses from twelve universities, as well as special lists on various subjects such as library science, folklore, Pennsylvania German culture, speech and drama, and the like. Granted that the separate lists often include master's theses as well as doctoral dissertations, is the added material of sufficient significance to warrant the time spent in checking?

The next approach to the analysis of the *Writings* was an examination of the material obtained from several of the journals in the subject group in an effort to determine their significance to the study of history. Of the two articles from *Modern Packaging* one consisted of a collection of articles on the packaging industry in the United States, 1927-1952, and the other concerned the histories of the designs of trade-marks on packaged goods and the companies using them. The three articles from *Mechanical Engineering* discussed the history of the development of wood-working machinery from 1852 to 1952, air pollution prevention in the United States from 1872 to 1950, and the policies of the Bailey Meter Company in using engineering graduates to build the company. The three entries from *Sewage and Industrial Wastes* dealt with sludge disposal experience at Elizabeth, New Jersey from 1937 to 1952, sewage treatment in the Central States from 1928 to 1952, and a history of the Federation of Sewage and Industrial Wastes Association from 1927 to 1952. Of the five entries from the *American Bee Journal*, three were biographical sketches of men prominent in apiculture, one an article on bee culture in January, 1861, and one a discussion of the American foul brood in Hawaii since 1926. The five articles from the *National Button Bulletin* discussed gold buttons made by Paul Revere and others in the 18th century, buffalo horn buttons from 1870 to 1915, First Corps Cadet buttons of Boston from 1770 to 1915, the collection of railroad and rail transit buttons, and military buttons made by the Scovill Manufacturing Company of Waterbury since 1802. The 24 entries from the *Journal of Wildlife Management* provided information on rabies in the wild since 1812, the in-

roduction of nutrias into the United States since 1899, winter forage available for deer and rabbits in the Allegheny Hardwood Forests from 1930 to 1946, management of Georgia deer since 1945, mule deer in Nebraska from 1804 to 1945, the production and yield of George Reserve deer from 1928 to 1946, food habits of mule deer in Utah from 1947 to 1950, denning habits of red foxes in New York State, the growth of the Norris Reservoir walleye for ten years, the distribution and production of muskrats and the trapping of muskrats in the Montezuma National Refuge from 1943 to 1948, an analysis of animal victims on Nebraska highways from 1941 to 1944, bird banding at the Bear River Migratory Bird Refuge from 1941 to 1944, and other topics of similar nature. Analysis also of the eight entries from the *American Horologist and Jeweler*, the eight entries from the *American Journal of Orthodontics*, and ten entries from the *American Journal of Syphilis, Gonorrhea and Venereal Diseases*, the eleven entries from the *Georgetown Law Journal*, and the 26 entries from the *American Journal of Obstetrics and Gynecology* revealed that these articles followed much the same pattern, though many of them were even more technical and covered a shorter span of years.

The final step in the analysis of the *Writings* was a study of the Index to the 1952 volume. In one respect it was found to be excellent. A check of each item on ten pages selected at random showed that without exception all names of persons, places, and organizations could be readily located in the Index, whether the name of the author, part of the title of the article, or the subject with which the article dealt. Likewise, the majority of articles which contained no reference to names could be found at least under

the general subject heading for the section in which they appeared, if not under more specific subjects. However, some titles defied location in the Index. For instance, the article entitled, "Nature's Timepiece" (on dating by Carbon 14) appeared under neither *Historiography*, *History*, *Historical Materials*, *Carbon 14*, nor *Time*. Moreover, certain articles appeared under one subject but not under another just as plausible; namely, "The Social Sciences and History" was listed under *Social Studies* but not under *History*; "Colonial Courts and the Common Law" was listed under *Common Law*, *Law*, and the subhead *Courts* under *Colonies* but not under *Courts of Law*. Furthermore, certain very commonly used subject headings do not appear in the Index at all, although many articles dealing with the subject are listed in the main body of the *Writings*. For instance, neither the subject heading *Labor Unions* nor *Trade Unions* is found in the Index, though there are eighteen articles concerning some aspect of labor unions listed in the *Writings*. A *see* reference under *Unions* refers to *Labor* but the subhead under *Labor* for material on unions is *Organizations* and not *Labor Unions*, *Trade Unions*, or even *Unions* as might be expected. The same holds true for the material on the *Labor Movement* which does not appear as a subject heading in the Index.

But a closer examination of some of the subject entries in the Index uncovered an even more disconcerting practice in the indexing. This is the arrangement of references under the subject headings which are also the heading for divisions in the main body of the *Writings*. Under *Labor* in the Index, for instance, reference is made to items #1412-1479 which include all the articles listed under

*Labor* in the section on labor in the main body of the *Writings*. But there are also under *Labor* in the Index various subheads with references to item numbers of articles dealing with that division of the topic. However, a check of these references reveals that the item numbers listed under the subheads refer only to articles not included in items #1412-1479, with the result that the subhead *Catholics* under *Labor* in the Index refers to an article entitled "The Life of James Cardinal Gibbons, Archbishop of Baltimore, 1834-1921" (part of which discusses his connection with the Knights of Labor) but makes no reference to one entitled, "Some Aspect of the Roman Catholic Attitude Towards the American Labor Movement, 1900-1914", which appears in the section on *Labor* in the *Writings* and is included in the reference to items #1412-1479. Likewise, the subhead *Mexicans* under *Labor* in the Index refers to an article on "The Pecan Shellers of San Antonio, Texas" but makes no reference to one called "Mexican Contract Labor" which is included in items #1412-1479. The same situation exists under the subject heading *Machinery* in the Index where the subhead *Woodworking Machinery* refers to an item that lists the *Proceedings* of the Wood Symposium, Chicago, 1952, but not to the article "Woodworking Machinery—History of the Development from 1852-1952" included in the references to items on *Machinery* at the beginning of the subject heading. Similar examples from other subject headings are readily available. This arrangement means that in many instances only the "eager beavers" who conscientiously check every reference under a subject will find the material that is available.

At first glance, therefore, this

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analysis seems to indicate several possible suggestions for the improvement of the *Writings*. The first that comes to mind is to limit the scope of the bibliography to material dealing with important public events connected with the growth and development of the United States and the communities within the United States, leaving the history of the subjects to the specialized subject bibliographies. This policy would reduce considerably the number of sources to be checked and would also confine the material to the more generally accepted definition of history. But the suggestion would, as I found out, incur an immediate veto from historians, who are interested not so much in an up-to-date bibliography as a permanent record of the literature of the field and who are striving to develop a bibliography that will achieve as complete coverage in the field of American history as has been achieved by *Chemical Abstracts* in the field of chemistry.

A second suggestion might be to limit the history of subjects to general history and exclude the history of specialized branches of each subject: for example, include the history of medicine in general but not surgery, orthodontics, venereal diseases, etc. This also would reduce the number of sources to be checked and rule out some of the questionable historical material. To many of us, no doubt, the growth of the Norris Walleye for ten years, the denning habits of red foxes, and collecting of railroad buttons, the disposal of sludge in Elizabeth, New Jersey, and the contribution of the United States to orthodontics seem to have little connection with the history of the United States; but to the person tracing the development of conservation, recreation, industry, or dentistry, they may be important.

A third limitation indicated by the

analysis might be the exclusion of any material dealing with events that do not cover a span of at least three years. This would rule out many articles in the specialized subjects and serve as a guide in limiting the scope of the bibliography. But a second glance proves this suggestion untenable since it would also exclude (as was pointed out to me) discussion of such events as The Boston Tea Party, Paul Revere's Ride, The Chicago Fire, and World War I so far as the United States was concerned.

A fourth suggestion indicated by the analysis would be to limit the serial sources checked to those that have, over a period of years, been found to provide at least three articles a year for the bibliography. Judging from the statistics for the 1952 volume this policy could reduce the number of serials checked by approximately 200 titles; but, on the other hand, the 200 titles might conceivably include such historical publications as the *Annals of the American Academy of Political and Social Science*, the *Proceedings of the Bostonian Society*, the *Bulletin of the History of Medicine*, the *Catholic Historical Review*, the *Courtland County Historical Society Bulletin*, *ELH*, the *Friends Historical Society Journal*, the *Historiographer*, the *Transactions* of the Huguenot Society of South Carolina, the *Bulletin* of the Institute of Historical Research, the *Journal of Modern History*, and *Michigan Historical Collections*. Another weakness in this suggestion may be the fact that we have assumed that the bibliographers actually check all the serial sources when they really obtain many of the references from other bibliographies.

The fifth suggestion arising from the analysis might be to limit the serial sources checked to those not

(Continued on page 275)

## *Education for Survival\**

By LIONEL LANDRY

The greatest danger to our survival as a free nation lies not in the immediate threat of military use of atomics for the destruction of mankind, but in the murky depths of human ignorance. Ignorance breeds unreasonable fears, and more struggles among nations arise from fear than from legitimate regard for international laws.

If America is to survive, she cannot survive in isolation. We have reached a period in our national life where America needs the understanding of other countries if they are to share our common concern for the survival of freedom; and, in helping us to preserve freedom, to help us in preserving ourselves.

It is obvious that we are not reaching out successfully for this understanding, this rapport, with the other nations in the Free World. As has been said, too often even our best-informed and best-intentioned Americans overseas have the faint air about them of social workers out to bring something good to very obviously very much less-privileged peoples. This usually irks rather than attracts people of foreign lands.

A special effort must be made to investigate the values of the peoples among whom we circulate abroad, in official or unofficial capacities. In the world of Asia, for instance, it is not enough to discard one's ideas about plumbing and super-markets when one crosses an Asian customs-barrier. There has to be a special effort to penetrate into the value-systems, the

means of communication, often highly conventionalized and non-verbal, as in Java, the heartland of crucially important Indonesia; the time-concepts in countries like Burma, where, local Buddhist traditions teaching as they do that a man has a succession of lives, citizens are not in a hurry to do things in this particular existence, or to accumulate funds in the form of savings accounts, insurance policies, stocks and bonds, and capital-formation activities. Since these countries also have usually distinctive and highly evolved literary, social, communal and legal traditions, they are much too sophisticated for us to look down our long Anglo-Saxon noses at, as though they were primitive and newly-emerged from the rich, endearingly quaint, and indisputably muddy soil of Asia.

We must also see ourselves as they see us in order to begin to understand their reactions to us. We think of ourselves as honest, hard-working, clean, efficient, democratic, and generous. They see us as exerting doubtful political and economic pressures against their economies; they see Embassy wives at endless bridge-sessions; their elephants are often more efficient than our bull-dozers; many of them consider New York the dirtiest city in the world, and most Southeast Asians bathe oftener than Americans do, twice a day every day; the boorish shouts of Americans for service in Singapore clubs and restaurants are a good antidote to the Asian belief that Americans are democratically inclined, for they believe that good manners are a good part of a doctrine of equality of men; if our aid programs

\*This is a summary of Mr. Landry's address delivered at the Second General Session, October 18, 1960. Mr. Landry is Regional Director of the Foreign Policy Association.

are tied to those Asian powers most in line with our thinking about alliances and military pacts, this may, to most Asians, be a sign of enlightened self-interest, but it is hardly a matter of generosity or warm-heartedness. If we were truly generous, they believe, we would give on the basis of need as well as on the basis of transparent self-protection.

We must, therefore, learn to evaluate as we really are, and not as we think we are. This need not be only a senseless set of intellectual amputations. There are immense values to our traditions, values which have thrilled the world, and particularly Asia. These are the enormous human values of our Mayflower Compact, the Declaration of Independence, the Bill of Rights, and the Constitution as a whole.

We are in ignorance of the very things about us that have made our country great in others' eyes: our concern for the value of the human being and his pursuit of happiness. Our safety in the world depends upon our knowing these values and practicing them in the realm of daily existence. Asians are anxious for us to become worthy of our patrimony. If we do not believe in it, how can we expect them to? If we do not know about it, how can we expect them to take us seriously, much though they may be attracted to our traditions on paper in the pages of books.

Awareness of how other cultures evaluate experience, awareness of our own true national assets: these are two indispensable pre-requisites for any kind of communication between us and the nations of the world. This applies to inter-personal contacts, of

course, and it affects the tourist and the junior-year-abroad student equally. More fundamentally it applies to our official relations with the other countries, the diplomatic, political, cultural and economic relations which we carry out as a nation with other nations.

This third aspect, the need for effective communications between our country and others, rests on the filling of the two previously stated needs. Communication of any type will be counter-productive or at least of marginal utility, unless there exists beforehand a true evaluation of what we are and of what our interlocutors are.

Our best protection lies not in bombs, therefore, but in books. Ignorance is the abrasive, the irritant, the negative that lies interposed between our good will and those whom we would have benefit from it. To those to whom the education of the young is entrusted, it is imperative that a sense of American values be learned and inculcated among these youngsters, it being assumed that the teachers themselves have acquired this sense of values themselves in the meantime; that curiosity be stimulated, then satisfied, concerning the value-systems of other cultures, there being no implication here of abandoning our own; and finally, that the public at large be taught that it must constantly examine the official and private relations between our country and others, and that it insist that these relations be based upon a realistic portrait of our strengths and real virtues as well as upon a realization of the often subtle, always different, virtues and values of other civilizations.

## *The Whys of Workshops\**

By MRS. WELDON LYNCH

I bring you greetings from the National Board of the American Library Trustee Association, and greetings from Louisiana. How pleased I am to be here with you today, feeling so at home as I do—at home in every sense of the word. Louisiana is Southeastern's "Bounded on the West" state, and we are very close to you in terms of common problems, common changes, common challenges. And I feel at home in Asheville because I went to school just across the mountains at Maryville College—a happy time before the second war, in a beautiful countryside I remember with pleasure.

But most of all, I am at home because I am with you: you people of the Library. One is, you know, never born a librarian or a library trustee. We may be born an Episcopalian or a Democrat, but never a library trustee. We become trustees because of the degree and kind of community service we wish to give. And this means that you and I have much the same broad personal philosophy. No matter what our political or religious beliefs—no matter where we live—or how diverse we may otherwise be, we are at one in our common concern for libraries.

No, trustees are not born. How convenient it would be, perhaps, if they were. But the sad fact is that most of us come to the job with only a very general and diffused background. We do not, usually, have even the preparation that a member of the school board has; he who has attended public

schools for twelve years as a participant, and who now, with his own children in school, functions as a close observer. And so we come, with little or no orientation training, as library trustees, with great good-will and the wish to be useful. Let us not discount these, for they are prerequisites; stepping stones to the recognition of our prime responsibility, that of the utilization of every available resource to increase our competency and our value to our own library, and to libraries wherever they may be.

Those of us who have long years of service as trustees realize, equally with the newest member of the board, that in-service training for trustees is necessary, and that as policy-makers, trustees must be continuously involved in self-education. And today's trustee recognizes as never before his great need to grow—to keep pace with the galloping demands of the new decade. For today is a day of change and challenge—not only in the South, but across the nation. And this library, this tool to build a better America and a better world, this library is in our hands.

It is a frightening thought that we, as trustees, are ultimately responsible for the public library. This is a broad and general statement of responsibility, it is true, but it is a valid statement. For from the ocean which is the national responsibility, the rivers of action and the streams of belief go back inevitably to their sources—the libraries for which we are responsible, of which you and I personally are trustees.

It is when we begin to grasp our

\*Address delivered at the Trustees and Friends of Libraries Section luncheon, Friday, October 14, 1960. Mrs. Lynch is Chairman, Workshop Committee, American Association of Library Trustees.

full potential, with all its grave implications for our national future, that we see that we not only should do everything possible to increase our stature as trustees, but, indeed, that we *must* do this. Today's trustee must be emotionally committed to the library, and it would help if he had a good, old-fashioned sense of vocation. Let us never fear or sneer at the dedicated. The time has come for dedication, the firm resolve on the part of every trustee to do the very best he can do—to use every means at hand to become a knowledgeable, a capable, even inspired citizen-worker for the library. Perhaps it was possible, once, to slog alone quietly in our own little rut, looking neither to the left nor to the right, hoping only to be left alone, wagering little, gaining little. But now is a different time from then. Now, as trustees, we need to develop excellence. We must formulate a Strategy for Excellence which will enable us to make a vital contribution to the life and service of our library. This kind of aspiration is contagious, and the enthusiasm of an entire board can be rekindled by the efforts of one trustee who desires to excel to the end that a better library might be achieved.

So, for the sake of excellence, this is the time to read the professional publications, the handbooks, the journals. This is the time to take advantage of any short course in local settings, or on the state level. This is the time to make every effort to attend national workshops and seminars. Particularly must we attend discussion groups with other trustees—workshops, seminars—for though we need to develop excellence as never before, we are not required to develop it in isolation. This should be a crusade, and in the Crusades, no knight was asked to go alone, but rather to join

his excellence to that of his fellow-knights.

Workshops and seminars are, by their very nature, splendid opportunities for trustee education on all levels. They even have some bonus values in personal prestige. I am thinking now of what Alabama's Jerome Levy said at the concluding session of the Columbia Seminar of Trustees in New York last June. Mr. Levy had been the chairman of his round-table group, and as such, was asked to give a brief report of its findings. He said that he had surely enjoyed being the chairman, but that perhaps the greatest personal profit would accrue when he had occasion to make speeches around Alabama, and would find it possible to refer, casually, to "When I attended Columbia." And, he said, now that he was presenting a report in front of the assembled participants, he gave himself about a year before his casual references would begin to include, "When I taught at Columbia."

My own father must have something of the same turn of mind, for he gave me a grant to attend the New York Seminar. He said that he was glad to do it, for he had always wanted to be able to complain about the high cost of keeping a child in college in New York City!

I think that this would be a good place to tell you that the 1961 American Library Trustee Association Workshop will be held on the campus of Western Reserve University in Cleveland, according to present plans. So if you would like to add a little academic ammunition to your conversation, do plan to attend, and we will promise you that this is the very least you will gain!

In Montreal, at the Workshop, we had a registration which was the largest ever, 231. There were fourteen registered from the states within the

Southeastern regional group. Of seventy registered at Columbia, five were from this area. It is our hope that Cleveland meeting will have a good attendance, not because we measure the usefulness of the workshop by the numbers present, but rather so that we may all benefit by the widest possible range of participation. For, in the trustee workshop, everyone gives. There is always a lively interchange of opinion. The round-table is dear to the heart of every trustee, for it is here that every viewpoint is welcomed and every contribution is evaluated.

It is in such small groups that even problems of a local nature can be discussed. It is in workshop round-tables, also, that we learn from other trustees how their libraries function, what they are doing, in what areas they excel and where they fail. This is the kind of information that helps us evaluate our own operation. I wonder if we are as careful to praise the librarian in our system when there is reason to do so, as we are ready to complain when all does not go well. If we do not praise when such praise is indicated, it may mean that we lack sufficient background in the operation of libraries in general, to recognize a superior performance when we see it.

This is a sad circumstance, for librarians are people, and they respond to commendation just as you and I. All of us function more efficiently and happily in an atmosphere of understanding and appreciation. Attendance at workshops—learning how other libraries function—helps trustees make this atmosphere possible.

One of the most rewarding aspects of meeting to learn is that concepts which once seemed impossibly forbidding, now become, through our familiarity with them, bred of discussion, something which we might find very acceptable. A case in point here

would be units of service. We cling tenaciously to the village library, refusing to admit that the evidence clearly shows that to join a county system would be an improvement. But then we meet with trustees from other libraries, and discuss with them larger units, the standards, and how these might apply to us. We talk with those who have found such a change workable and practical, and presently we begin to have a more open mind. And it is a home truth that we must grow before our library can grow.

A side effect here is that the trustee who attends national meetings is far more likely to read the professional publications than he who does not attend. The material, the names, the pictures—all these are familiar, and hence, attractive. The *Bulletin* and the *Public Library Trustee* have a definite part in trustee self-education, and they are as close as the bedside table. We need not fly to San Francisco or drive to Montreal to learn from these and other publications. But the wish to read them must be present, and we find that the stimulating discussions we have at trustee gatherings makes us more receptive to the written materials, and more eager for them.

The programming at workshops is almost always planned to attempt to present the big picture—the broad problem—before it is discussed in its various applications. This gives us a feeling of identification with libraries, instead of just library. How wonderful it would be if every trustee were so committed to libraries, so involved emotionally, that every time he picked up a newspaper where the word "library" occurred, it would leap out at him from the page, as one's own name in print does. This extension of interest from the local scene to include what is happening in other libraries

everywhere cannot but make a better, more fully informed trustee.

The Action Development Committee of the American Library Trustee Association, in its report at the June meeting, called on all the states to plan Governor's Conferences, in order to make the workshop format available to greater numbers of trustees. It is fine to know that three of the states in the Southeastern Region have had such conferences. These answers to "why workshops?" on the national level are true in most instances on the state level also. Any meeting to learn with other trustees is valuable, no matter in what setting. While national meetings have some special built-in advantages, state gatherings have virtues of their own which cannot always carry over to the national scene.

All this talk of meeting and gathering makes me think of a verse found in the twelfth chapter of Daniel in the Old Testament. It seems to me that it has direct application to all meetings, on whatever level. It reads, "Many shall run to and fro, and knowledge shall be increased." The fact that you and I are here today surely demonstrates that many, indeed, do run to and fro, and we shall hope that before our time together is over, your knowledge and mine shall have been increased.

I have left until the last the two justifications for workshops which I consider to be perhaps the most important. One of these is the possibility—indeed, the probability—of the chance encounter, sometimes the most valuable aspect of the entire meeting. We sit next to a pleasant person and start a conversation. Friendships which span the continent may start this way, and the ideas and information which are exchanged often cast

new light and perspective on old problems. But the greatest boon of all is the new enthusiasm for our job, the new head of steam we accumulate, when we gather with others of our kind to talk about libraries.

This inspiration carries over into everything we do, and it revitalizes us, and through us, the libraries for which we work. The results of a workshop can never be evaluated, with any validity, on the scene at the time. Its success or failure is a personal thing, reflected in the future attitudes of each participant. If some new insight gained, some new challenge felt, affects a decision or a position taken, in that moment the workshop becomes a success.

The Whys of Workshops—why do we continue this type of trustee activity year after year?

- Because we feel a need for self-education and in-service training.
- Because we recognize who we are and what we are: citizens ultimately responsible for the public library.
- Because we know that the times call for excellence and we must develop a strategy for it.
- Because at workshops we gain both inspiration and information, and find stimulating fellowship with others like ourselves.

I can conceive of no greater area of public service than that of library trusteeship. For we deal with our nation's most precious commodity, the minds of its people. If we are to be adequate to the challenge ahead, we must become what a most gentle generation called "people of vision." Make no mistake about it, the task is tremendous and the hour is late. You and I have work to do.

## Meeting the Challenge of the Enriched Curriculum\*

By SARA KRENTZMAN SRYGLEY

Leonard Kenworthy, professor of education at Brooklyn College, has aptly described the world we can expect to live in within the next few years as one with four or five billion persons transported in airplanes, jets and space ships, communicating through vastly different systems of communication, influenced by atomic power and automation, possessing increased leisure time, affected by new political alignments and new world powers, involved continuously in ideological competitions, and having tremendous mobility of population.<sup>1</sup>

However pleasantly or unpleasantly we may anticipate such a world, we librarians who work with children and young people must be realistic in recognizing that what Mr. Kenworthy predicts is already true to some degree. Everything we see, hear or read supports his predictions, and these changes in the world mean challenges to us professionally. An alternate title for this paper might well be "The Librarian's Dilemma, or What's to Do About It!"

Surely no librarian who works today with children or young people can be unaware of the current public concern for quality education. Accompanying this, or preceding it, is the public concern for survival. Without any question these influences have made their mark on what is being

taught in our public and private schools, on how schools are organized today, and on the instructional methods used. And librarians in public and school libraries are finding that more and more young people are coming to libraries with needs and interests that reflect curriculum changes or emphasis.

Obviously the curriculum is being enriched; that is, it's including more and better ingredients. But also it's changing—and changing fast. What's predicted for the future is even more startling.

Arthur D. Morse, staff producer for the Columbia Broadcasting System, in a new book, *Schools of Tomorrow—Today*, reports on the findings of a study motivated by the New York Commissioner of Education. Mr. Morse was invited "to find out and report on promising new approaches to education being tried in American public schools." He concluded that "American education is showing signs of being lifted out of its rut." He concluded further that while resistance to change seems to be slowly melting away, the critical situation demands that this change be accelerated.

Commenting on experiments in ability grouping, in team teaching, in TV instruction, in flexibility in scheduling, in introduction of some subjects at lower levels of instruction, Mr. Morse says, "the wave of experimentation throughout the nation is impressive, but it is, in fact, a drop in the bucket."

From his research through the na-

\*Address delivered at the meeting of the School and Children's Librarians Section, Friday, October 14, 1960. Mrs. Srygley is Associate Professor, Library School, Florida State University.

1. Kenworthy, Leonard S. "Education for the Community of 1985." *Educational Leadership* 7:470-4, May, 1960.

tion, Mr. Morse is concerned about the plight of the teacher. He says:

The teacher in this conventional environment is put upon to a degree undreamed of in other professions. Her work-load has increased staggeringly and with it her paper work. It has been estimated that a teacher spends up to one-fourth of her working day handling routine clerical chores. The world she lives in is automated but the teacher fills out the same forms and slips, collects the money for the various benevolent causes and school services, takes attendance, acts as charwoman and performs tasks normally assumed by less educated clerks and stenographers—all this while we are told about an acute shortage of qualified teachers.

The teacher has little time to advance her own knowledge, to prepare materials, to consult with outside experts, to visit local resources for the improvement of her presentations . . . The world is dominated by change but the teacher is dominated by a relentless schedule that prohibits the reflection and study necessary to introduce change where it is needed—in the curriculum.<sup>2</sup>

Note that he says "to a degree undreamed of in other professions." Mr. Morse, I have news for you! The library profession *has* dreamed—and reaped the results—of similar misuse of professional personnel. But this description of public school teachers sounds most familiar to those of us who know them well. It should give us insight into *why* many teachers fail to keep up with what's new in the library, never get around to participating in selection of new materials, send hordes of children or young adults to our libraries with reference problems without cooperative planning with librarians in advance. Obviously, these things take *time*—as well as some conviction as to their importance.

2. Morse, Arthur D. "Open Minds and Flexible Schools." *Saturday Review* 43, No. 38: 67-8, 90-2, September 17, 1960.

Mary Gaver, the Rutgers Professor of Library Service who has assumed responsibility for the national study of the effectiveness of elementary school libraries in upgrading the quality of education, has just released the findings of the first phase of her study. Although this was only a trial run to determine valid procedure in research, Dr. Gaver has said there is sufficient evidence from this sampling study to say that children in schools with centralized libraries and professional librarians accessible for the school life time of the children show evidence of better accomplishment in reading, both in reading ability and in what is actually read. Furthermore, in these schools the children show evidence on tests of higher general educational achievement than do children in schools without such library facilities. These are the claims we have long made for school libraries, and finally we hope to have research data to support these empirical claims.

Most of us who have had school or public library experience with young people are convinced that quality library services are essential for accomplishment of the goals now set for modern education. Almost without exception, the new procedures, the new school organization plans, the new methodology in teaching make even more essential the provision of adequate instructional materials and of library facilities and professional personnel to insure their use.

I am convinced that we will meet the challenge of the enriched curriculum or the changing curriculum as librarians only when we assume our rightful educational positions. No longer can we afford to rationalize our poor performance, our lack of facilities, our need for recruitment of school librarians, by blaming the ignorance

of the public or the poor preparation of others on the educational scene. The public generally is telling us through mass media and educational literature that quality education is a must in a quality country. Our first step professionally is to identify what we need to provide the environment for teaching and learning that is essential for this goal. Next we must proceed to interpret these requirements in language people can understand to the people who can do something about them.

Our recent national standards for school libraries and the 1956 public library standards give us goals to consider, estimates to weigh, words to use. But these standards will be of little value unless we can use them with skill and wisdom. Here is the test of professional judgment. How can we best determine the facts about our own situations? How can we explain clearly and forcefully what we need in terms of the educational goals acceptable where we work? How can we improve our communication with other specialists in education, indeed with other specialists in the field of instructional materials? How can we work most effectively with the lay groups that are so powerful and so articulate in regard to their concerns about education—the Congress of Parents and Teachers, the Federation of Women's Clubs, the American Association of University Women, for example? How can we quickly and effectively build respect in our communities for the potential contribution of libraries to make possible quality education for America's youth?

These are not rhetorical questions, for each of us must answer them. And answer them we will, even if we choose to make no answer at all.

But as we go about the gigantic task of closing the gap between inade-

quate and adequate conditions for learning in this country, we cannot afford to underestimate the importance of doing the best possible professional job with what we have wherever we are. Admittedly we have tried to do too much with too little too long. But the promotion of good school or public library service is strengthened every time one boy or girl, one teacher finds help or inspiration in the library with his own educational goals. This sounds very trite but if the school and children's librarians in the Southeast ever even approximated demonstration of recognition of this principle, it would cause educational commotion throughout this country!

What do we have to work with? To the everlasting glory of the juvenile editors in this country we can choose our book collections from thousands of books especially designed to meet needs and interests of boys and girls, attuned as if by radar to every significant curriculum emphasis today, and packaged in format to attract young readers and hold up with the strain. We have increasingly effective educational films, filmstrips, recordings, and other audio-visual media. There is a lush environment available for America's young people, but as yet it is accessible to only a limited few.

As professional librarians we must remember the power we wield in purchasing for libraries. Our purchasing should come only after professional selection, and we should be aware that ultimately what we buy determines what can be produced in the country. Even if they merge, publishers must stay in business!

Our professional competence in knowing library resources and their evaluation, in determining the needs and concerns of our clientele, in developing skillful guidance of pupils

(Continued on page 276)

## Progress Report, 1954-1959, on Bibliographical Control of State Historical Materials\*

By JACQUELINE P. BULL

It has been said that history is more dependent on documentation than any other discipline and yet "the historian . . . has, almost traditionally, been indifferent to the work of that particular breed of librarians who call themselves documentaryists."<sup>1</sup> It is encouraging to discover that at least one of the major historical associations seems to have become aware of this relationship. The Mississippi Valley Historical Association in 1959 devoted one program to "Modern Research Methods and Techniques" and in 1960 one program on rare books. While this second program is not exactly along the line of our topic, it was given by a panel of librarians and was devoted to making the historical fraternity more aware of the unexplored resources of some of the major rare book collections. These speakers emphasized the necessity for the scholar to become acquainted with methods of locating information in these collections.

The wealth of material being published in the field of history makes it essential for historians to take advantage of scientific aids which are being developed. The cost of such machines has been, up to now, prohibitive. However, it may be possible that though the use of regional bibliographical centers and grants to aid the training of

persons to operate mechanical aids, this obstacle can be overcome.<sup>2</sup>

The state of North Carolina already had an enviable reputation in the field of bibliographical control with the projects which were reported in 1955. The Winston-Salem area is to be congratulated for a project which was started a number of years ago. Mrs. Leola Ross, Librarian of the Winston-Salem Teachers College, and the former Librarian, A. P. Marshall, compiled an index to North Carolina periodicals for 1946-49. In 1957 a foundation grant permitted the resumption of publication under the direction of Mrs. Ross and Paul Ballance, the Librarian of the Winston-Salem Public Library. The index for 1955-57 covers fifty-three publications, contains author and subject indexes, and costs \$5.00. Mr. Ballance deserves an award for the understatement of the year when he says that the work is done in spare time "and there is not much spare time in the life of a librarian."

There have been no major undertakings in Kentucky since 1955 with the exception of the development of a union catalog at the University of Kentucky. The author catalog of the College of the Bible, the Lexington Public Library and Transylvania College were copied in full and are being kept up-to-date. Now nine additional libraries in the eastern part of the state are contributing author cards. I have continued to compile *Writings*

\*Report made at the meeting of the Reference Librarians Section on October 14, 1960. According to Dr. Bull, this report is an attempt to bring up-to-date the report made in 1954 and published in the *Southeastern Librarian* 5:49-53, Summer, 1955. Dr. Bull is Archives and Special Collections Librarian of the University of Kentucky Libraries.

1. Jesse H. Shera. "Editorial: The Historian and Documentation," *American Documentation* 10: [ii], October, 1959.

2. Philip D. Jordan. "The Historian and the Contemporary Problem of Bibliographical Techniques," *American Documentation* 10: 267-9, October, 1959.

on *Kentucky History* annually. The 1958 compilation appeared in the *Register* of the Kentucky Historical Society in July, 1960. The Kentucky Historical Society at Frankfort has been responsible for three projects. In 1955 they issued their *Guide to the Manuscripts of Kentucky Historical Society* and for the last three years they have published a list of "Manuscript Acquisitions in Kentucky" in the *Register* of the Society. Glenn Clift, Assistant Secretary-Treasurer of the Society, has compiled and published an index to the early militiamen of the state. The publication is entitled: "Corn Stalk" *Militia of Kentucky, 1792-1811*.

It has always seemed to me that the compilation of indexes and catalogs of collections was a very worthwhile undertaking for candidates for masters' degrees in colleges in lieu of theses. My opinion is not shared by my colleagues in the field of history who, while demanding such tools on one hand, counter my proposals with the comment" . . . but that would not involve research." Anyone who has ever undertaken such a project knows that this is not a fact. It is encouraging, therefore, to find a master's thesis at the University of Michigan which is an index to a magazine. Susie Norwood McKeown has made an index to the *State Magazine* (the magazine section of the Sunday issue of *The State*, Columbia) for the period, 1949-1953. It is a subject and author index to a magazine which is devoted primarily to articles by and about South Carolina and South Carolinians.

In Tennessee Miss Pollyanna Creekmore has continued the compilation of a bibliography of Tennessee history which is published by the East Tennessee Historical Society. It is my understanding that she has also compiled a supplement to the bibliography on

Tennessee counties which she and Miss Laura E. Luttrell compiled in 1943-44 and which is now out of print. William T. Alderson and Robert H. White have compiled a *Guide to the Study and Reading of Tennessee History*. The State Library Division of the Tennessee State Library and Archives has published a checklist of state documents (session laws, legislative journals, public documents and statutes). They also issue an annual *List of Tennessee State Publications*. The State Library has compiled a list of *Newspapers on Microfilm, 1959/60* which is, I believe, the second annual compilation. It gives the location of the original negative as well as information about period covered. The Manuscript Section of the Tennessee State Library has compiled a number of registers (about twenty, I believe) of the collections of manuscripts in their archives. I have two samples with me, one for the Henry Shelton Sanford papers and one for the Jacob McGavock Dickinson papers. These registers are similar to the registers prepared at the Library of Congress.<sup>3</sup>

In the report which I made to you in 1955, I mentioned a plan of the Virginia Library Association to bring Swem's *Index* up to date. Apparently, this project has not been completely implemented. The University of Virginia is still printing analytic cards for the *Virginia Magazine of History and Biography* but the over-all plan does not appear to be operating.<sup>4</sup> The field of state documents seems to be very well covered especially since the beginning of the publication of the annual *Check-list of Virginia State Publications* in 1954.

The states of the Southeast are, of course, covered in the *Writings on*

3. Isabel Howell, letter to the writer, September 9, 1960.

4. Ray O. Hummel, Jr., letter to the writer, September 28, 1960.

*American History*. However, as you know, that publication is seven years behind, the volume for 1953 having been published in 1960. As comprehensive as its coverage is, it does not include many publications of local historical interest. A comparison of the section on Kentucky and other entries on Kentucky in the *Writings on American History* with the *Writings on Kentucky History* for the year 1952 shows that there are exactly twice as many entries in the latter publication. I must confess that an analysis of the two seems to me to reveal that the Kentucky publication could be considerably shortened by a more critical appraisal of material included.

Florida has made big strides in the field of bibliographical control of state historical materials. In the field of periodical literature, five libraries are indexing a total of forty-two titles. Of these titles the St. Petersburg Public Library has the highest record with twenty-seven journals in its project. At least two institutions have union catalogs of Florida material. They are the Rollins College Catalog of Floridiana which undertakes to list all material published and unpublished (books, reports, documents, manuscripts, newspapers, maps, pictures, films, etc.) and the P. K. Yonge Library of Florida History at the University of Florida. Florida State University has a Florida place name index and a biographical index. Selective newspaper indexes are maintained by the Ocala Public Library, 1950 to date, the St. Petersburg Public Library, and the Florida State University Library since 1932. The Jacksonville Public Library has an index to the *Florida Times-Union* from 1939 to date. Plans call for this to be checked, revised, and bound. Scrapbooks of Miami and Dade County, some two hundred in number, are being indexed

by the Miami Public Library. This library also maintains an index of books of local interest.

Lest you think that Florida has completely run away with the bibliographical horse, I would quote from Frances Haynes, Reference Division, Florida State University Library, when she says that their state documents are "poorly controlled." In the same breath, she mentions the fact that Florida State University Library has a negative microfilm checklist of these publications covering 1821-1941, with a typed supplementary check-list with subject index. In addition to this, the University of Florida Library has issued a *Short-Title Checklist* from 1942-1951.<sup>5</sup>

It would be desirable certainly for me to be able to suggest a magic wand to work out a solution for the problems which confront us. However, since this is not possible, three possibilities present themselves to me. We can reduce the scope which we attempt to cover by eliminating certain categories of material. Two of these which occur to me are biography and description.<sup>6</sup> As I have studied the Kentucky bibliography, it has seemed to me that while biography in particular should be indexed that it might be possible to separate it from the strictly historical material. A more critical examination of material to be included would certainly be helpful. A third suggestion and a more positive one would be for at least one institution within each state in the Southeastern

(Continued on page 276)

5. Frances F. Haynes, "Florida Indexing Survey Report," *Florida Libraries* 8:7-8, December, 1957. According to Frances Apperson, Documents Librarian, University of Florida Library, this is being kept up-to-date on a bimonthly basis by the Documents Librarian. Letter to the writer, November 4, 1960.

6. The writer would like to emphasize that this is not necessarily recommended but is suggested as a possibility for making such indexes more manageable.



# *Southeastern Library Association*

EXECUTIVE OFFICE:  
GEORGIA INSTITUTE OF TECHNOLOGY LIBRARY, ATLANTA

## Headquarters' Page . . .

To our more than 1,300 members:

Greetings—

Would there were more of us. Why? Because we have a big program for improving library service in the Southeast. Officers, board members, section and committee chairmen, meeting in Atlanta on March 17-18 gave top priority to the following:

1. Promotion of library service to business and industry.
2. Planning for better library service to children and young people in school and public libraries by closer cooperation and long-range planning.
3. Improvement of library education by sponsoring a workshop in Knoxville, Tennessee, in October to discuss course offerings in graduate and undergraduate library science programs under the able direction of Miss Dorothy Ryan.
4. Tackling the thorny problem of shortage of librarians at a workshop now being planned by I. T. Littleton, chairman of our Recruiting Committee.

These were based in part on the recommendations of our very active Committee on Southeastern Library Development under the chairmanship of John Anderson, Director of the Knoxville Public Library.

### *Our Sections at Work*

Forrest C. Palmer, Chairman of the College and University Section, reports that his section is currently concerned with:

1. A study of a cooperative acquisitions program under the chairmanship of Dr. David Kaser, Director, Joint University Libraries.
2. Investigation of the need for a survey of scientific resources in libraries in the region.
3. Liaison between the section and ACRL Rare Books Section to promote ALA Miami pre-conference meeting of rare book librarians and bibliophiles, under the chairmanship of John Buechler, Head of Special Collections, University of Florida Libraries.
4. Interest in the proposed list of recommended books for college libraries, with Mr. Guy R. Lyle, Director, Emory University Library, keeping up with current developments.

Lamar Wallis, Chairman of the Public Libraries Section reports progress of a committee to study reference and other library services.

Also in the hopper is an evaluation bookmobile services.

Miss Mae Tucker, Chairman of the Southeastern Chapter of RSD, has a committee to study the proposed Catalog Code Revision under the chairmanship of Dorothy Smith. Her Committee on Union Catalogs and Bibliographic Centers now has a member from each of the Southeastern states where a union catalog has been identified. A questionnaire on interlibrary loan work, prepared by David Estes, should produce some interesting data on this ever-growing activity.

### Membership

Miss Ruth Ringo, Chairman of our Membership Committee, is working with our indefatigable Executive Secretary, Mrs. Ann Cobb, to bring up our membership in the nine Southeastern states. Let us all work for this during the year between our biennial meetings, when interest is apt to lag. We have work to do before we meet in Memphis, October 11-13, 1962. We need interested and hard-working members to do it.

FRANCES NEEL CHENEY, *President*  
Southeastern Library Association



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## BOOKS

*Notes of books written by South-eastern librarians, published by Southeastern libraries, or about Southeastern libraries.*

*University of Tennessee Library Lectures*, Numbers Ten, Eleven, and Twelve, 1958-1960. Edited by Lanelle Vandiver. Knoxville, University of Tennessee, 1961. 50p.

Beginning with the spring of 1949, annual lectures sponsored by members of the staff of the University of Tennessee Library have been given in Knoxville and the papers issued in triennial cumulations of which this is the fourth. Each has been edited by a member of the library staff and the entire series is indexed in *Library Literature*.

Contents of the volume covering lectures ten, eleven, and twelve are: "Sources of Support for Libraries in American Universities," delivered in April, 1958 by Benjamin Clark Powell, Librarian of Duke University; "The Undergraduate and His Library," given in April, 1959 by Louis Shores, Dean of the Library School at Florida State University; and "Divisional Organization in the University Library," delivered in April, 1960 by Archie L. McNeal, Director of Libraries at the University of Miami.

Powell discusses sources of support other than institutional appropriation and covers: 1) gifts of expendable funds; 2) gifts of capital endowment; 3) gifts of materials; 4) materials received on exchange; and, 5) cooperative arrangements. His paper is based on a study of the records of twenty-two institutions—half of them private and half of them state universities—

in the East, South, and Central United States for the year 1956-1957. Cash and materials given these libraries during this average year totaled \$2,855,668. Endowed universities received cash library gifts averaging \$102,656 for the year while state university libraries averaged a total of \$12,422 in cash gifts for the same period. In the paper, besides a summary of the history of activity in this field and a look at a typical year, are suggestions for future planning.

In anticipation of the fall, 1959, opening of the undergraduate library at the University of Tennessee, Shores touches briefly on the history and philosophy of this type of university library facility, including both separate building and the separate reading room. He points out that this type of library provides an opportunity to meet the needs of the wide range of individual differences among students included in our program of mass higher education, which needs cannot be met by a single lesson plan or text. Furthermore, it balances over-specialization and creates a true learning climate. Appended to the paper is a brief bibliography of articles mostly in the 1953-1956 period.

McNeal discusses the pros and cons of library subject divisional organization based on replies from fifteen libraries, all but three of which were on a divisional basis. He points out that this type of arrangement enables libraries to follow the pattern of group-

ing of departments of instruction and has frequently resulted in a decrease in departmental libraries. On the other hand, a divisional arrangement calls not only for increased staff but for staff with subject qualifications. In most instances, the provision of such doubly oriented staff was limited to one-half the time the library was open. Also, there is a need for separate divisional catalogs and perennial confusion is caused by the question of location of items which cross divisional lines.

Too frequently, a paper delayed for two or three years for publication inevitably loses some value especially if it is in a rapidly changing or new field. Annual publication of these lectures would enhance their usefulness for a wider circle though not affecting the service they perform for the institution at which they were delivered.

—ALFRED RAWLINSON, *Librarian*  
University of South Carolina

WOODBRIDGE, HENSLY C., Compiler.  
*Jesse Stuart: A Bibliography*. Harrogate, Tennessee, Lincoln Memorial University Press, 1960. Paperback. \$2.00.

*Jesse Stuart: A Bibliography*. Harties to the bibliographer: he has written voluminously, he has been popular and has appeared in popular, often ephemeral publications, and he has attracted only slight attention of those bibliophile-collectors who help smooth the way of bibliographers. The author of this 74-page paperback, the librarian at Murray State College in Kentucky, has tracked down Stuart items in obvious and highly improbable places and has compiled a remarkable quantity of information about Stuart's short stories, poems, and essays.

Following an introduction contain-

ing brief reminiscences of Jesse Stuart by his college classmates and Stuart's own account of Mr. Woodbridge as a bibliographer comes the most important part of the book, a catalogue of Stuart's works: books, short stories, poems, articles in periodicals and parts of books, contributions to newspapers, miscellaneous, and translations. In the final part of the book are listed bibliographies, theses, and a selection of periodical articles about Stuart. Users of this book will not have to rely solely on Stuart to appreciate the zeal of the bibliographer, who surveys anthologies and textbooks as well as periodicals. They will find also that the bibliography is enlightening about the ways of anthologists and scholars. "Split Cherry Tree," "Another April," "A Penny's Worth of Character," and "Thanksgiving Hunter" are Stuart's most often reprinted stories, while "Woman in the House," for example, has been neglected by all but one team of anthology editors. To graduate students, if one judges from Mr. Woodbridge's list of theses, Stuart's works seem important chiefly for their local color and folklore of the Kentucky mountains.

Mr. Woodbridge asks for corrections, and there are a few questionable entries: A3a, A5, A9 (inaccurate quotation), A10 (201 pp. instead of 253 pp.), A21, A22. The last entry, for example, reads: "Plowshare in heaven: stories, New York, McGraw-Hill Book Co., 1958, 273 pp. Page 275 is 'About the author.'" Such an awkwardness is minor, of course, and the bibliography appears to be a reliable and useful handbook.

—D. H. WOODWARD  
*Associate Professor of English*  
Mary Washington College of  
the University of Virginia



## ... VARIA

### PERSONAL

Mrs. Nell ARSIC recently became head librarian of the Friedman Public Library, Tuscaloosa.

Ray S. BARKER, Jr. is the new Reference Librarian at the McKissick Memorial Library, University of South Carolina. Mr. Barker replaces Miss Betty Toole who recently resigned to be married. Prior to coming to the University of South Carolina, Mr. Barker served as Reference Librarian at Shepherd College, Shepherdstown, West Virginia.

Betty E. CALLAHAN recently joined the staff of the South Carolina State Library Board as a professional assistant. Her previous experience includes the teaching of history and government at Hanna High School, Anderson, South Carolina, where she was also Chairman of the Department of Social Studies.

Miss Lois N. CLARK became Head Librarian of Knoxville College, July 1, following the retirement of Miss Rea WHETSTONE.

Miss Mary Belle ENGLAND, Librarian, Headland High School, Fulton County, Georgia, was granted a scholarship by the English-Speaking Union for study in England during this past summer. Her work was done through the University of Birmingham and her headquarters was Stratford-on-Avon.

Sara Sue GROSMAIRE, Circulation-Reference Librarian, Undergraduate Library, University of South

Carolina, has resigned to accept a position as Reference Assistant in the Library at New York State University College of Education, Cortland.

Zane A. GRUBB has joined the Reference staff of the Greenville (South Carolina) Public Library. His experience has been in Atlanta libraries and in the Cumberland County Public Library, Fayetteville, North Carolina.

Mr. Wilbur HELMBOLD, Librarian of Howard College, Birmingham, is "pleased to inform his friends that he has established a private press. Local Americana, poetry, religious booklets and personal ephemera are some of the types of publications" to be issued. Address: Bootstrap Press, 2128 Brookview Drive, Birmingham 9, Alabama.

Miss Robbie Jackson HORTON, associated with the Lancaster County (South Carolina) Library for a number of years, and as Head Librarian since 1950, died on June 23, 1961. She was instrumental in securing the active participation of community organizations in library programs and was successful in a campaign to establish the county library under an independent board.

Mrs. Elizabeth C. JACKSON is now a member of the Reference Department of Georgia State College Library, Atlanta.

Mrs. Eloise JONES, President, Georgia Library Association and Librarian of the Miller County High School in Colquitt, Georgia, conducted

an off-campus summer library workshop in Florida.

Shelby County (Tennessee) Library welcomed its new coordinator, Mrs. Christina LANDRUM, on June 1.

David J. LEE is Assistant Serials Librarian at the University of South Florida Library. Mr. Lee's prior experience has been at the University of Georgia Library where he was Assistant in the Social Sciences Division.

Miss Farley LEE, Agricultural Librarian at Auburn University since 1949 and with the Auburn University library staff since 1928, retired on June 30.

Philip S. OGILVIE, former director of the Roanoke Public Libraries became director of the Jackson (Mississippi) libraries on July 1. He replaces Miss Pearl SNEED who was appointed Librarian Emeritus after 17 years of administering the Jackson Municipal Library and its branches.

Miss Myra G. PERRY will become Head Librarian of Freed-Hardeman College in September, succeeding Miss Margaret RAINES, who resigned July 7.

Miss Jane PETTWAY, Head of Technical Services Department at the Knoxville Public Library retired after 28 years of service on June 1. Mrs. Floyd BELL, Head Cataloger, was promoted to head of the department.

Robert T. QUARLES, Jr., retired as Director of the Archives Division of the Tennessee State Library and Archives on July 1 and was succeeded by Walter L. JORDAN. Mr. Paul MURPHY will succeed Mr. Jordan as Senior Archivist.

Dr. Dan ROBISON retired as Tennessee State Librarian and Archivist July 1 and was succeeded by his assistant, Dr. William T. ALDERSON, Jr. Dr. Robison, who has become State Librarian Emeritus, was appointed head of the Library in 1949, after be-

ing professor of history at Vanderbilt University. Dr. Alderman joined the staff in 1952 as Senior Archivist; became Executive Secretary of the Tennessee Historical Commission in 1957 and Assistant State Librarian and Archivist in 1959.

David ROWLAND has been appointed Librarian of the Handley Library in Winchester, Virginia.

Miss Dorothy RYAN, Editor of the *Tennessee Librarian* and Emmett McGEEVER, Business Manager, have resigned and are replaced by John F. ANDERSON, Director of the Knoxville Public Library and G. M. ABEL, Administrative Assistant, University of Tennessee Library.

Dorothy C. SMITH, formerly Field Consultant, South Carolina State Library Board, has joined the staff of the Richland County Public Library, Columbia (South Carolina) as Head of Adult Services.

Mrs. Ada McCaa SUMRALL, Supervisor of Libraries for the Mississippi State Department of Education, has resigned. She taught this summer at the University of Southern California.

Carlton THAXTON has returned to his former position as Director for the five-county Coastal Plain Regional Library, Tifton, Georgia. Mr. Thaxton left Tifton for Kingsport, Tennessee, where he served for a year as Head of the Kingsport Public Library.

Robert L. UNDERBRINK has joined the University of South Florida Library staff as Order Librarian. Mr. Underbrink comes to this position from the University of Iowa Library where he has worked in both the Acquisition and Reference Departments.

Miss Louise WARD has become Serials Librarian at the University of South Florida Library. Miss Ward was Education Librarian at Louisiana

State University Library, after which she served a tour of duty with the Air Force Library Services in England. Upon her return to the States she became Chief Circulation Librarian at Emory and later moved to the Reference Department.

Mr. William WHITESIDES has resigned as Director of the Cobb-Marietta Public Library, Marietta, Georgia. He has accepted the position as Librarian of the Roanoke Public Library, Roanoke, Virginia.

Margaret WRIGHT, formerly Librarian of the Pickens County Library, Pickens, South Carolina, has joined the staff of the Wofford College Library, Spartanburg, South Carolina.

#### THIS AND THAT

The Duke Endowment recently announced an initial gift of \$1,000,000 to Duke University as the first installment on a fund of \$4,500,000 needed for enlargement of the General Library. Announcement of the gift was made at the 1961 Commencement by Dr. Deryl Hart, President of the University. Tentative plans envision a completely new building to the side and rear of the present General Library, with the present building being devoted to undergraduate use except for Rare Books and Manuscripts which will be expanded in their present quarters.

McKissick Memorial Library, University of South Carolina, will undergo extensive remodeling of its Third Floor to provide space for a centralized Documents Center. The space, now used for other purposes, will provide shelving for the documents collection as well as adequate seating space for readers.

The Dorothy Robinson Carpenter

Family Memorial Library was dedicated in Cleveland, Mississippi, on July 2. The building was financed jointly by the J. T. Robinson family and the city of Cleveland as a memorial to the R. B. Carpenter family—mother, father, and three children—who perished in a tragic fire last November. Mrs. Carpenter was serving at the time as librarian for the Cleveland Public Library. The new facility serves in addition as headquarters for the Bolivar County Library.

The Greenville Public Library, Greenville, South Carolina, has successfully completed a campaign to consolidate the city and county libraries and to secure a county-wide tax levy of  $2\frac{1}{4}$  mills for library support. Estimated income from the levy is \$187,500 annually, an income over present support of approximately \$75,000. Instrumental in the campaign was a Friends of the Library Group, organized in November, 1960, under sponsorship of the local chapter of the American Association of University Women. Charles Stow, Librarian, reports that the Friends Group now numbers slightly over 600 members, "without whose active support this great advance in public library service could not have been achieved."

The Georgia Library Association will hold its biennial conference at Jekyll Island, on October 26-28, 1961.

Coker College, Hartsville, South Carolina, is in process of planning a new library building. Mrs. Roberta McKinnon is Librarian and Mr. William H. Jesse, Director of Libraries, University of Tennessee, is serving as consultant for the new building.

APLS (Alabama Public Library Service) sponsored its second Community Librarians Work Conference

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on the campus of the University of Alabama, July 24-27, Mrs. Elizabeth Parks Beamguard, Director, presiding. Mrs. Milton A. Condit served as consultant and the program theme, *Library Services to Children*, was carried out in sessions conducted by Miss Margaret Miller, Miss Lucretia Somers, Mrs. Patricia Arledge, Mrs. Mozelle Cummings, Mrs. Beamguard, and Mrs. Condit.

The Duke University Library has received a gift of books, pamphlets, and journals relating to the history and culture of the Isle of Man. The donor is Professor Kenneth W. Clark of the Duke Divinity School, who gathered the materials on a recent trip to the island. The collection provides a unique addition to library resources in the Southeast. The Library also recently acquired the private collection of the late Frederick Darlington Wardle, formerly town clerk of Bath, England. Included in the collection are many important 18th and 19th century works about the popular resort area of Bath and the county of Somersetshire. The collection also contains almost all of the first editions of William Morris (1834-1896), British poet, artist, and socialist, 92 Morris Letters, many first editions of the works of Kipling and Robert Louis Stevenson and a large number of miscellaneous titles, including a copy of the Nuremberg Bible.

One topic of discussion at the Spring meeting of the College Section of the South Carolina Library Association was "The Status of Newspaper Preservation in South Carolina." Plans were made at this meeting to cooperate with the Association of Southeastern Research Libraries in its long-range project to prepare a union list of newspaper files in Southeastern

libraries. The Section agreed to give financial support and the assistance of its members toward the preparation of a preliminary check-list of South Carolina newspapers located in the libraries of the State. Work is underway on this project.

The *Mississippi Library News* published jointly by the Mississippi Library Commission and the Mississippi Library Association received the Mississippi Advertising Club's Award of Excellence for "the best internal house organ in the state." Mrs. C. C. Clark is editor.

An institute for public library assistants without formal training, sponsored by the South Carolina State Library Board in cooperation with Winthrop College, was held at Winthrop July 24-August 4. Miss Gladys M. Smith, Librarian and Head of the Department of Library Science at Winthrop, was Director of the Institute, and Mrs. Von Etta Salley, Librarian and Professor of Library Science, Columbia College, Columbia, South Carolina, served as Instructor. Twenty library assistants attended the Institute.

New library buildings in Tennessee include a \$145,000 structure at Tennessee Temple College, dedicated May 27; a new \$70,000 branch library of the Knoxville Public Library, dedicated June 11; a new \$117,000 branch of the Memphis Public Library, dedicated on July 2; and a new library under construction at the Trevecca Nazarene College in Nashville.

The Tupelo (Mississippi) Unit of the Lee-Itawamba Library System received national acclaim recently when it was selected as one of the ten libraries in the nation to receive a \$1,000 grant in the Dorothy Canfield

Fisher Award. Mrs. Elizabeth Holcomb is librarian of the Tupelo Library.

Twenty-two young people in South Carolina who are either college students or recent graduates gained first-hand experience and knowledge of public librarianship during the summer months. They were recipients of the 1961 Junior Intern awards for summer employment in public libraries of South Carolina. The Junior Intern program is a recruiting project developed by the South Carolina State Library Board as a part of its Library Services Act program. It is designed to introduce qualified young people to the library profession through the experience of actual work in a public library. Each intern earns a salary of \$150 per month.

The Public Library Evaluation Committee of the Mississippi Library Association has published *Rating Sheets for Evaluation of Public Libraries*. This material was compiled to fit into the Merit Community Award program of the State Chamber of Commerce—a hometown development program designed to upgrade communities in ten different areas. The sheets, a pioneering effort, have attained nationwide attention and on request have been sent to 20 states. Mrs. Laura G. Currier, Director of the Mississippi Library Commission, served as chairman of the committee preparing the sheets.

The new Spartanburg, South Carolina, Public Library was opened on May 13, 1961. Lionel K. Legge, Associate Justice, South Carolina Supreme Court, gave the dedicatory address. In addition to housing the Library, the building also provides space for the Regional Museum of Spartanburg County, made possible by a gift

from the Spartanburg County Foundation and the Spartanburg Historical Association. George R. Linder is Librarian; architect for the building was J. Thomas Hollis, with J. Russell Bailey serving as consultant.

New officers of the Tennessee Library Association are Miss Catherine Clark, Director of the Middle Tennessee State College Library, *President*; Turner Clark, Assistant Director of the Memphis Public Library, *Vice-President*; Mrs. Franklin Yost, Librarian, Mooney Memorial Library, University of Tennessee Medical College, *Secretary*; Miss Annie Jo Carter, Director of Libraries, Nashville City Schools, *Treasurer*.

Georgia has secured a small grant from the American Association of School Librarians to hold two conferences, one at Jackson Lake, Georgia, and one at the Dublin 4-H Club Center, Dublin, Georgia, to discuss the status of school libraries in relation to national standards and to recommend immediate and long-range plans for meeting these standards. Heads of departments and affiliates of the Georgia Education Association, together with State Department of Education personnel, representatives of interested citizen groups and librarians representing the training agencies, committees and library organizations will be invited to the Jackson Lake meeting. Miss Virginia McJenkin, Regional and G.E.A. State Chairman of the Standards Implementation Committee, will serve as director of the conference. Miss Mary Frances Kenyon, Director of School Library Development Projects, American Association of School Librarians, will be the out-of-state consultant. The conference is scheduled for September 21-22, 1961.

The Public Library of Cheraw, South Carolina, has moved into spacious quarters in the renovated Matheson House, given to the town for a library building.

New local financial requirements will go into effect in Tennessee's regional library program in July, 1962. Higher minimum local support formulas will be inaugurated as a result of the Legislative Council's report of its Public Library Services Study.

Members of the Georgia Citizens Library Committee, including trustee representatives from each of the ten Congressional districts of the State, met in Griffin, Georgia, recently at the call of Dr. John E. Clouse, the chairman. Included as special guests were the directors of the libraries represented by the district representatives, the city and county officials of Griffin and Spalding County, and representatives of the Division of Instructional Materials and Library Service of the State Department of Education.

Mrs. Weldon Lynch, Vice-President of the American Library Trustees Association, was the main speaker. She urged library board members and trustees to take their responsibilities seriously and to give the best of their capabilities to the development of good library service in their communities.

Following dinner, a planning session was held during which it was decided that the Georgia Citizens Library Committee will sponsor jointly with the State Department of Education a series of workshops over the State for library board members. Plans are now being developed for these workshops, and announcements of time and place of the meetings will be made later.

The John Hughes Cooper Branch of the Richland County Public Li-

brary, Columbia, South Carolina, was recently opened. Dedication exercises were held on June 27, 1961, at which time the building was formally presented to the County by Edwin H. Cooper. It was built and furnished by the Cooper family as a memorial to John Hughes Cooper. G. Thomas Harmon and William J. Keenan, III, were architects for the building.

The Public Libraries Division of the Tennessee State Library and Archives announces that under the state plan for the Library Services Act, there will be four new demonstration counties in 1961-62: Chester, McNairy, Pickett, and Trousdale. Of the five demonstration counties in 1959-61, three have already voted local appropriations.

The University of South Carolina recently received as a bequest from the late Henry P. Kendall his famous Collection of Caroliniana, a Library containing his notable map collection and, in addition, several thousand books and pamphlets, several hundred prints and pictures relating to South Carolina and the Southeast. President Robert L. Sumwalt described the bequest as "the most valuable library gift to the University in modern times." The Kendall Map Collection contains maps dating back to the beginning of map-making in Carolina and the Southeast, and includes maps from 16th-century Europe. Louis C. Karpinski and Priscilla Smith published a detailed catalog of the collections of *Early Maps of Carolina and Adjoining Regions*, Second Edition, 1937; Karpinski was later quoted as saying that the Kendall maps "make a fairly complete collection on Carolina cartography and the list may serve almost as a bibliography of maps of Carolina."

In addition, Mr Kendall's bequest provided \$20,000 to create a Kendall Room in the South Caroliniana Library at the University to house and display the Collection. Preparation of this room is underway and plans are being made to open it and make the material available to scholars in the Fall.

The Tennessee Library Association has voted to return to holding an annual convention, after experimenting with a biennial basis for one term. The next TLA Convention will be held at Knoxville, April 26-28, 1962.

A special voluntary reading program for college-bound students is getting underway in three Georgia public libraries. The program is sponsored by the State library agency and the libraries concerned. The first three libraries to participate in the program will be the Augusta Regional Library, Augusta; the Decatur-Seminole Regional Library, Bainbridge; and the Decatur-DeKalb Regional Library, Decatur. These libraries were chosen because they already have special collections for young adults.

The libraries have agreed to give the program special publicity and to display the books in such a way as to encourage college-bound students to read them. The State library agency has purchased triplicate sets of the books suggested on a book list for college-bound students prepared by the National Association of Colleges. These collections will be in each library for a period of one year. At the end of this time, the libraries will make a report to the State library agency as to their use. The collections will be further duplicated for other libraries or transferred as these reports indicate.

The South Carolina State Library Board is continuing its book improvement project for public libraries. Qualifying libraries will receive grants from a special fund of \$95,000, such grants to be used for the purchase of books. Grants are made on the basis of 10¢ per capita of rural population, and the individual libraries will receive grants ranging in size from \$3,000 to \$10,000 per county.

Public libraries in Tennessee are now beginning a program of cooperative purchase of recreational reading material in a variety of modern foreign languages. A special committee, headed by Miss Mary Eleanor Wright, Consultant for the State Library and Archives, is working out details.

Copies of the ten year index to the *Alabama Librarian* are available at \$1.00 from Mrs. Margaret Hughes, 1217 Greensboro Road, Birmingham 4, Alabama.

The South Carolina State Library Board and the North Carolina State Library have mutually agreed on a project to establish library service to the blind on a regional basis. The service is now in operation, with each of the two state agencies contributing financially to the support of the program.

The Spring, 1961 issue of the *Antioch Review* carries as its lead article José Ortega y Gasset's "The Mission of the Librarian," translated by James Lewis and Ray Carpenter of the University of North Carolina.

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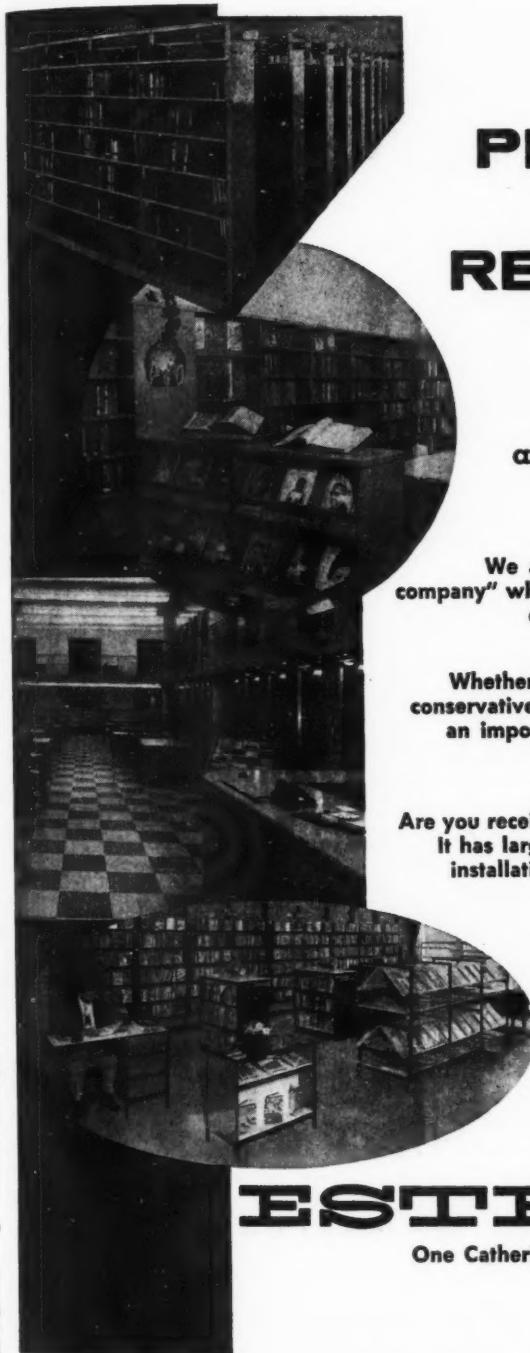
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## Interlibrary Loan Survey

The Southeastern Library Association Chapter of the Reference Services Division of the American Library Association has appointed a committee to study interlibrary loans in the Southeastern region. David E. Estes, Chairman, reports that the committee hopes to solve some of the problems related to interlibrary loans and perhaps improve service for our area.

A questionnaire covering library practices in both lending and borrowing, role performed by library extension agencies, use of the A.L.A. Code, loan periods, material available for loan, photoduplication practices, etc., is being readied for distribution in the early fall. It will be sent by the state chairman of the committee to thirty-six libraries in each state college, university, large public (100,000 pop.), small public, special and regional libraries are to be covered.

Libraries are urged to cooperate with the committee by carefully studying and completing the questionnaire so that the entire area may be well

represented in the findings. The state chairmen will select the libraries to be questioned and in case your library has interlibrary loan problems and wishes to participate, you may wish to contact your chairman asking to be included in the survey.

The committee members for each state are:

Alabama—Kenneth Cameron, Air University  
Florida—Dorothy Dodd, Florida State Library  
Georgia—Frances Kaiser, Georgia Institute of Technology  
Kentucky — Josephine Johnson, Louisville Public Library  
Mississippi—Willie D. Halsell, Mississippi State College  
North Carolina—Gladys Johnson, North Carolina State Library  
South Carolina—Robert C. Tucker, Furman University  
Tennessee—Clara Mae Brown, Joint University Libraries  
Virginia—Roy Land, University of Virginia

## Analysis of the Writings on American History

(Continued from page 249)

adequately covered by other indexes and abstracts. This limitation would reduce considerably the number of sources to be checked and speed up the collection of the material, but it would also exclude such basic sources as the *American Historical Review*, the *Economic History Review*, *History Today*, the *Journal of the History of Ideas*, the *Journal of Negro History*, the *Journal of Southern History*, the *Mississippi Valley Historical Review*, and the *Pacific Historical Review*, to

mention only those covered by the *International Index*.

So it seems that the only course open to librarians is to direct the attention of the compiler to the features in the arrangement and indexing of the *Writings* that detract from its usefulness as a reference tool and hope that some day in the not too distant future some historian will come up with an acceptable definition of history that makes it possible to limit the scope of the bibliography to practical dimensions.

## Meeting the Challenge of the Enriched Curriculum

(Continued from page 258)

and teachers in the use of the library's resources, will be a major factor in demonstrating throughout our communities why libraries are important to the personal goals of young Americans and to the social goals of our citizenship as a whole. We must tell our story well in what we say and what we do, so that there can be no question in America that library services for our young on a quality basis are of first concern in our governmental structure.

Perhaps at the last I say what should come first. Every school or public librarian today must have a very real sense of the significance of what he does. If we truly believe that adequate library service is essential in the struggle for survival, others will believe it too. This conviction must permeate what we think and plan and do. Then, when the anticipated question comes, "How can we afford good libraries?" the answer comes with conviction, "How can we afford not to have them?"

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## Progress Report, 1954-1959

(Continued from page 261)

region to undertake to act as a clearing house for the cataloging of state historical materials.<sup>7</sup>

(My correspondent for the state of Alabama replied that no indexes or bibliographies of Alabama historical material had been issued during the period, 1954-59. However, following the presentation of this report, Mrs. Margaret Hughes, librarian of Birmingham-Southern College, brought to the attention of the writer two projects sponsored by the Alabama Library Association. One was a list,

"Alabama Bound," which appears in the *Alabama Librarian* at irregular intervals. This is an annotated list of books by and about Alabamians. The second item was a *Cumulative Index to the Alabama Review, 1948-1957.*)

7. The University of West Virginia Library is doing this. That library attempts to collect every thing about West Virginia or about West Virginians. Each issue of the *West Virginia Libraries* carries a list of books and pamphlets which have been added to their collections. Catalog cards are available for each of these items at the rate of 11 cents for the first card and 5 cents for each additional card. Robert F. Munn. "Centralized Cataloging of Local History Items." *West Virginia Libraries* 12:6-8, December, 1959.

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## Libraries and Ideas

(Continued from page 244)

maintain this source of information open to all and unpolluted by any self-seeking interest is a task important beyond all computation, not to ourselves alone but to the world . . .

For that reason the public libraries

of the world—and especially the South—must get and keep the critter's attention. Our libraries are the communities' most important focal point for adult education—that essential learning after school. They cannot af-

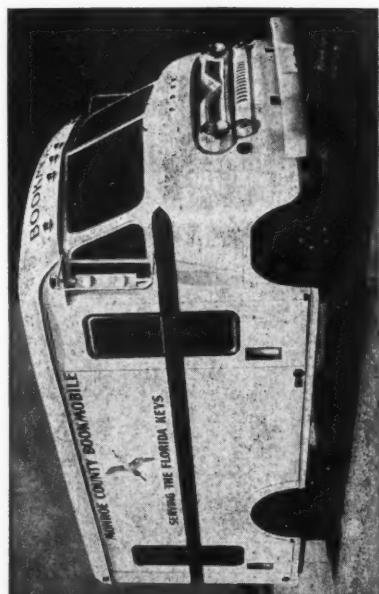
ford to linger in some never-never world under lazy oaks and detached from the highroads of commerce. They must be in and of the community—and more than that they must take a primary role of leadership.

A great philosopher was praising the role of women in our affairs. "You

may not think they're much, but they're about the best thing we have in that line."

That goes for libraries too.

I hope you will go home from this conference, if you are a trustee or a librarian, and see whether or not your library is getting the critter's attention.



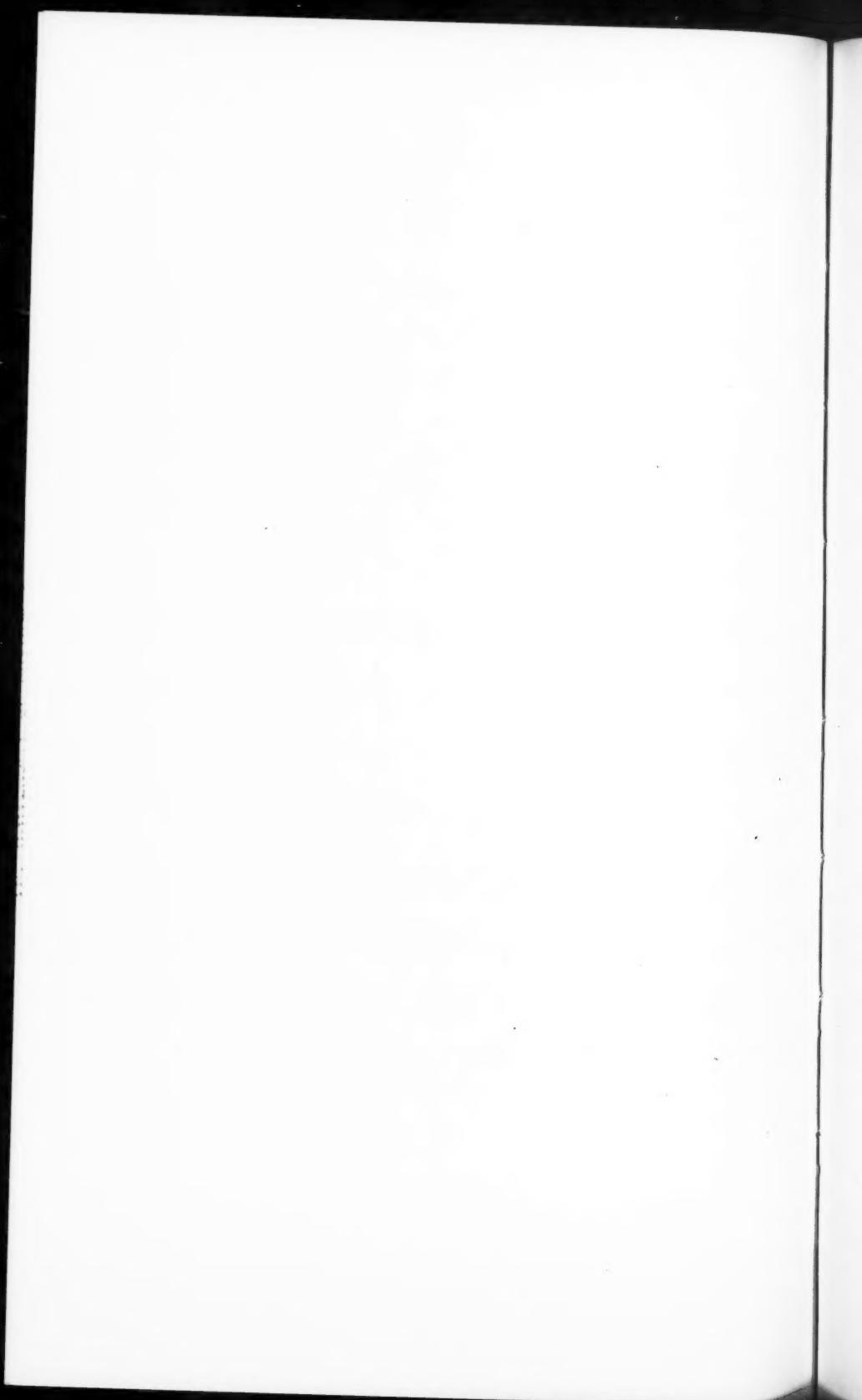
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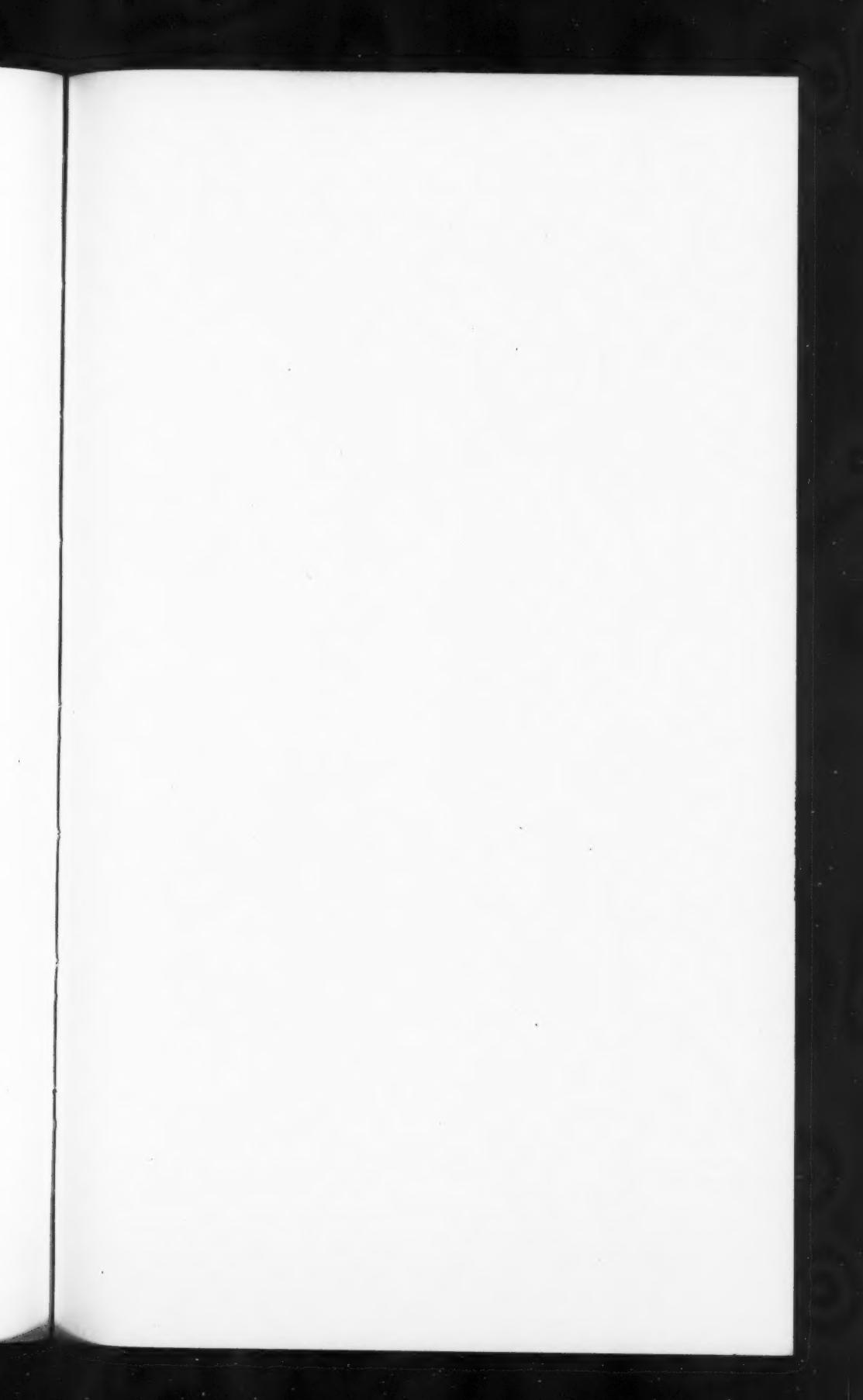
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